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EDUCATIONAL RESOURCES INFORMATION CENTER

July 1969

Volume 4 Number 7

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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education/Bureau of Research

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author or investigator
Institution
Accession numbers

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July 1969 Volume 4 Number 7

Research in Education

ED 026 545-027 441 / EP 011 631 -011 680

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices are to be found in the How To Order ERIC Products section.

Document Resumes

The following is a summary of the information contained in the document. It is intended to provide a brief overview of the document's content and to highlight the key points. The document is a report on the results of a study conducted by the author. The study was designed to investigate the effects of a certain treatment on a specific population. The results of the study are presented in the following sections.

The first section of the document is a description of the study's objectives and the research questions that were being investigated. The second section is a description of the study's methodology, including the design of the study, the selection of the study population, and the procedures used to collect and analyze the data.

The third section is a description of the study's results, including the data that were collected and the statistical analysis that was performed. The fourth section is a discussion of the study's findings and their implications for the field of research.

The fifth section is a conclusion of the study, summarizing the main findings and the author's recommendations for further research. The sixth section is a list of references, providing information about the sources of the information used in the study.

The seventh section is a list of appendices, providing additional information about the study.

The eighth section is a list of figures and tables, providing visual representations of the data.

The ninth section is a list of footnotes, providing additional information about the study.

The tenth section is a list of acknowledgments, thanking the individuals and organizations that provided support for the study.

The eleventh section is a list of references, providing information about the sources of the information used in the study.

The twelfth section is a list of appendices, providing additional information about the study.

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The twenty-first section is a list of references, providing information about the sources of the information used in the study.

The twenty-second section is a list of appendices, providing additional information about the study.

The twenty-third section is a list of figures and tables, providing visual representations of the data.

The twenty-fourth section is a list of footnotes, providing additional information about the study.

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The twenty-seventh section is a list of appendices, providing additional information about the study.

The twenty-eighth section is a list of figures and tables, providing visual representations of the data.

The twenty-ninth section is a list of footnotes, providing additional information about the study.

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SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.

Spons Agency—USOE Bur of Research

Report No.—NDEA-VIIB-449

Pub Date—15 Apr 66

Contract—OEC-4-16-023

Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price—MF-\$0.75 HC-\$5.24 129p.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. The conclusion of the analysis attempted to relate some issues in perception theory to the problem of the development of a theory of iconic signs. Discussions were included on (1) the stimulus-response paradigm, (2) the psychophysical theory of perception, (3) an information theory approach, (4) nonverbal communication and pictic analysis, (5) a theory of pictorial communication and (6) perception and non-linear signs. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

Document Résumés

5

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

AA — North American Rockwell	JC — Junior Colleges
AC — Adult Education	LI — Library and Information Sciences
AL — Linguistics	PS — Early Childhood Education
CG — Counseling and Personnel Services	RC — Rural Education and Small Schools
EA — Educational Administration	RE — Reading
EC — Exceptional Children	SE — Science Education
EF — Educational Facilities	SP — Teacher Education
EM — Educational Media and Technology	TE — Teaching of English
FL — Foreign Languages, Teaching of	UD — Disadvantaged
HE — Higher Education	VT — Vocational and Technical Education

ED 026 545 24 AA 000 336

Berry, Brewton
The Education of the American Indians, A Survey of the Literature.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0813

Pub Date Dec 68

Contract—OEC-3-7-070813-3032

Note—176p.

EDRS Price MF-\$0.75 HC-\$8.90

Descriptors—*American Indians, Bibliographies, College Students, Cultural Differences, Cultural Factors, *Culturally Disadvantaged, Education, *Educational Background, *Educationally Disadvantaged, Intelligence Differences, Language Role, *Literature Reviews, Social Change, Sociocultural Patterns

Identifiers—Apaches, Arapahos, Cherokees, Cheyennes, Chickasaws, Chippewas, Choctaws, Comanches, Creeks, Kiowas, Lumbees, Menominees, Navajos, Osages, Papagos, Pimas, Seminoles, Utes

A review of the historical components of American Indian education (including missions, institutional histories, and tribal histories) was followed by an effort to identify in the literature specific problem areas accounting for the apparent failure of formal education systems imposed on Indians. Specific causal relationships for this failure were investigated: (1) the measurement of the intelligence of Indians; (2) the impact of teachers and parents on the educational environment; (3) the effects of cultural deprivation; (4) cultural and language barriers; (5) the school environment; and (6) the Indian's self-concept. The study was completed by a review of information on the Indian college student. An extensive bibliography is included. (JM)

ED 026 546 24 AA 000 337

Fishman, Joshua A. And Others
Bilingualism in the Barrio. Final Report.

Yeshiva Univ., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2817

Pub Date Aug 68

Contract—OEC-1-7-062817-0297

Note—1,232p.

EDRS Price MF-\$4.50 HC-\$61.70

Descriptors—American Culture, *Bilingualism, Cultural Differences, Diglossia, *English (Second Language), Ethnic Groups, Language Research, Linguistics, Psychology, Puerto Rican Culture, *Puerto Ricans, *Sociolinguistics, Sociology, *Spanish, Tables (Data)

This two-volume collection of studies attempts to measure and describe the sociolinguistic norms of a Puerto Rican bilingual community. The target population of 431 individuals in a single neighborhood in Jersey City identify with the large Puerto Rican community of the greater New York area. The individual studies, all written to be understood independently, are grouped into background studies and sociologically, psychologically, and linguistically oriented sections. Some interviews and census studies are included. Alternative measures of bilingualism are discussed in a concluding section, and additional papers, instruments, and code sheets are contained in theoretical addenda and appendices. (AF)

ED 026 547 24 AA 000 338

Athey, Irene J. Holmes, Jack A.

Reading Success and Personality Value-Systems Syndrome—A Thirty-Year Then and Now Study at the Junior High School Level. Final Report.

Office of Education (DHEW), Washington, D.C.

Report No—CRP-S-248

Bureau No—BR-5-8027

Pub Date 67

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—*Personality Assessment, *Personality Development, *Personality Studies, *Reading Achievement, *Reading Research

Erikson's theory on the development of a healthy personality is integrated with Holmes' Theory of Reading in order to derive a testable hypothesis regarding the contribution of specified personality characteristics to reading success and to validate the findings. The study was conducted in the following three phases—the construction of new scales composed of personality items which significantly differentiated good and poor readers at the ninth-grade level in 1936, a longitudinal application of these scales to the same sample of students when they were in the seventh, eighth, and ninth grades in 1933 and 1934, and a cross-sectional replication after 30 years. Five samples were used. Two (n's-160 and 130) were drawn from the longitudinal study (1933-35) at the Institute of Human Development, University of California. Three comparable samples were selected from grades seven, eight, and nine in 1966. Specific personality characteristics hypothesized from an integrated Erikson-Holmes theory were consistently related to reading in the seventh, eighth, and ninth grades, and for two similar groups 30 years later. The report includes tables, figures, the self-interest inventory, and a bibliography. (RH)

ED 026 548 52 AA 000 339

Taylor, Robert S. Trueswell, Richard W.

The Extended and Experimenting College Library. Appendixes 1-3.

Hampshire Coll. Amherst, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-1180

Pub Date Feb 69

Grant—OEG-1-7-071180-4351

Note—159p.

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors—Automation, *College Libraries, *Dial Access Information Systems, *Information Centers, *Information Systems

Identifiers—Information Transfer Experimental Center, INTRAN

There were four objectives in this first phase in developing the concept of the experimenting and extended college library: (1) exploration of the configurations, functions, and operations of the academic library in transition; (2) initial analysis of the elements of such a library in the context of an experimenting institution, i.e. Hampshire College; (3) design of a building for these elements; (4) analysis and prediction of interlibrary cooperation within a multi-college community. Building design was completed to include, as integral parts of the library, a book library, bookstore, display gallery, computing center, and an information transfer (INTRAN) experimental center. Studies have been initiated in library cooperation among the five institutions of this area. The project staff is reviewing the implications of MARC records and commercial processing on the automation of the college library. The relationship of book and non-book materials will be a critical problem for libraries in the future, as they move from object-oriented to communication-oriented institutions. Finally, the project is concerned with definition of experimental situations that can be undertaken when the college is in operation in 1970.

ED 026 549 52 AC 001 809

Brunner, Edmund deS.

Programs and Program Planning.

Pub Date 59

Note—17p; Chapter 8 in AN OVERVIEW OF ADULT EDUCATION RESEARCH by Edmund deS. Brunner And Others.

Available from—Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, Advisory Committees, Citizens Councils, Parent Education, *Participant Involvement, *Program

Planning, Public Affairs Education, Public School Adult Education, *Research Reviews (Publications), Socioeconomic Influences

In contrast to formal credit courses for adults which must conform to standards laid down, the more usual adult education program must be adapted to a variety of needs, motivations, and habits among potential clients. Surveys of the situation are a useful device; the Extension Service has been active in this type of study. Almost all studies agree that the maximum involvement of potential and actual constituents in programing produces the best results; the use of citizens councils or advisory committees has been found to be one of the most universal procedures practiced by adult education agencies. A study testing the use of a counselor in developing a family-life program had suggestive results. In public affairs education, studies have shown that in some cases discussion group life is short unless study is followed by action. A study of long term programing based on conference-determined overall objectives and self surveys and discussed by leaders, potential participants, and administrators has shown good initial results. More research is needed on processes of curriculum construction in the more formalized adult education agencies, on counseling, and on values persons attach to formal and informal adult education. (eb)

ED 026 550 AC 002 423

Carter, Cecil E., Jr.

The Relation of Leader Behavior Dimensions and Group Characteristics to County Extension Advisory Committee Performance.

Ohio State Library Board, Columbus.

Pub Date Aug 67

Note—201p.; Ph.D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-2961, MF \$3.00, Xerography \$9.25).

Document Not Available from EDRS.

Descriptors—Adult Leaders, *Advisory Committees, Doctoral Theses, *Extension Agents, Group Behavior, *Groups, *Leadership Styles, Research, Rural Extension, *Task Performance Identifiers—*Cooperative Extension Service

The purposes of this study were to identify group characteristics of County Extension Advisory Committees which were related to the effective performance of the committees and to identify the leadership behavior dimensions of County Extension Agent Chairmen which were related to the effective performance of County Extension Advisory Committees. The design of the study included the description of 13 group dimensions of County Extension Advisory Committees, the description of the County Extension Agents' leadership behavior on the dimension of initiation of structure and consideration by County Advisory Committee members, and the evaluation of County Extension Advisory Committees on three functions of effectiveness by the District Supervisor. Two questionnaires were used to collect the data, one to secure the data on the group situation and the other on the leadership behavior dimensions of the County Extension Agent Chairmen. A stratified random sample was secured by selecting five Advisory Committees from each Extension district. Among the conclusions, based on findings, was that the performance of County Extension Advisory Committees was more effective when the County Agent Chairmen were perceived to provide initiation of structure leadership behavior for the Advisory Committees. (author/aj)

ED 026 551 AC 003 016

Zeller, Frederick A., Ed. Miller, Robert W., Ed. **Manpower Development in Appalachia; An Approach to Unemployment.**

Pub Date 68

Note—303p.

Available from—Frederick A. Praeger, 111 Fourth Avenue, New York, N.Y. 10003.

Document Not Available from EDRS.

Descriptors—Demonstration Programs, *Depressed Areas (Geographic), Disadvantaged Groups, Employment, *Federal Programs, Labor Economics, Labor Market, *Manpower Development, *Manpower Needs, *Policy Formation, Regional Programs, Unemployment, University Extension, Vocational Education

Identifiers—*Appalachia

Beginning with a review of the problems and general conditions of Appalachia, this book

analyzes past, present, and future manpower needs at both the national and regional levels; outlines and discusses noteworthy Federal programs of manpower research and action; examines the role of formal education and training in manpower development as seen by a labor leader, a university president, and the Under Secretary of Labor; focuses on the sociological, psychological and economic dimensions of employment and unemployment; and considers implications for the formation of long-range policies. (ly)

ED 026 552 AC 003 017

Stanley, Miles C. And Others

The Role of Formal Education and Training in Manpower Development.

Pub Date 68

Note—50p.; In MANPOWER DEVELOPMENT IN APPALACHIA, edited by Frederick A. Zeller and Robert W. Miller, New York, Praeger, 1968, p101-51.

Available from—Frederick A. Praeger, 111 Fourth Avenue, New York, N.Y. 10003.

Document Not Available from EDRS.

Descriptors—Adult Education, *Depressed Areas (Geographic), Disadvantaged Groups, Dropouts, Educational Legislation, *Educational Policy, Elementary Education, Higher Education, Interagency Cooperation, Labor, *Manpower Development, Policy Formation, Public Schools, Research, Rural Extension, Secondary Education, Universities, *Vocational Education

Identifiers—*Appalachia

In this section of a larger work on manpower development, a West Virginia labor leader, a former university president, and the Under Secretary of Labor examine the present and potential relevance of formal education and training. Criticizing the inability or unwillingness of educational institutions to adapt to the needs of disadvantaged youth and adults, the labor leader calls for a reexamination of present approaches to elementary, secondary, and higher education in Appalachia. The second author asserts that American universities can and should exercise leadership in manpower development and planning by providing for research and experimentation, agricultural extension in depressed rural areas, improved cooperation with the public schools, and an expansion of continuing education. The Under Secretary of Labor urges more adequate integration of Federal efforts with those of other institutions and agencies engaged in manpower development, suggests that educational institutions be made more relevant to the world of work and more responsive to the problems of dropouts, and calls upon labor to assume leadership in efforts to alleviate unemployment. (ly)

ED 026 553 AC 003 022

Jerkedal, Ake

Top Management Education, An Evaluation Study.

Swedish Council for Personnel Administration, Stockholm.

Report No—R-50

Pub Date 67

Note—241p.

Available from—The Swedish Council for Personnel Administration, Sturegatan 58, Box 5157, Stockholm 5, Sweden.

EDRS Price MF-\$1.00 HC-\$12.15

Descriptors—Background, Bibliographies, *Changing Attitudes, *Chief Administrators, Educational Background, Intelligence, *Management Development, Motivation, *Program Evaluation, Psychological Characteristics, Research, *Training Objectives, Work Experience

Identifiers—*Sweden, Yxtaholm School

A study of top management education was carried out in a practical training situation to determine attitude change and relationships between training objectives and training evaluation, initial standing and change, and initial standing and background factors. Subjects were 140 people completing one of five management courses. A questionnaire and semantic differential scales measured initial attitudes and change. Questionnaires also determined background information, reasons for taking the course, policy of organizations and relation to the participants, interests, and knowledge and job experience. Raven's progressive matrices measured intellectual ability, and Rubenowitz's flexibility-rigidity scale mea-

sured resistance to change. Results showed some meaningful relationships between initial attitudes and background variables, a negative correlation between initial scores and change, and some change and background covariance requiring more verification. Change showed a tendency to relate to reasons for course attendance, suggesting that participants should be motivated before beginning the course and that study should be made of the motivation necessary to compel participants to take courses. (Extensive references and tables are included.) (jf)

ED 026 554 AC 003 032

Sarig, Emmett R., Ed. Hugdahl, Edward O., Ed. **Proceedings of the National Symposium on Music in Adult and Extension Education (2nd, The University of Wisconsin, Madison, May 17-18, 1965).**

Wisconsin Univ., Madison. University Extension.

Pub Date 65

Note—126p.

EDRS Price MF-\$0.50 HC-\$6.40

Descriptors—*Adult Education, Community Programs, Curriculum Planning, Federal Aid, Leisure Time, Mass Media, Motivation, Music Activities, *Music Education, Professional Continuing Education, Program Descriptions, Radio, Television, *University Extension

In a symposium on music in adult and extension education, many noted speakers contribute their ideas and concern for reaching people musically, in all phases of life and even in inaccessible rural areas, through different uses and presentations of music. Federal funds increasingly are making the arts and music available to more people, yet many people lack the understanding to appreciate music. Musicians are not encouraged financially and academically even though with increasing leisure time there is a real need for the enjoyment of music and other arts. With the idea that music influences society, quality courses should be geared to appeal to all levels of interest, to make the amateur knowledgeable and to provide continuing education for the professional. (A list of symposium participants and their musical affiliations is included.) (jf)

ED 026 555 AC 003 066

Bibliography of Research in Adult Education and University Extension, Conducted at the University of Wisconsin, September 1966-June 1968.

Wisconsin Univ., Madison. University Extension.

Pub Date 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Adult Education, Agricultural Education, Art Education, Audiovisual Aids, Behavior Patterns, *Bibliographies, Communication (Thought Transfer), Doctoral Theses, Educational Administration, Educational Psychology, Mass Media, Masters Theses, Psychological Patterns, *Research, *Rural Extension, Sociology, Taxonomy, Trainable Mentally Handicapped, *University Extension, Vocational Education

Identifiers—*University of Wisconsin

A classified bibliography is presented of 130 University of Wisconsin graduate theses from the Departments of Agricultural and Extension Education, Curriculum and Instruction, Agricultural Journalism, Rural Sociology, Educational Administration, Educational Psychology, Behavioral Disabilities, Educational Policy Studies, and Art Education. Items are arranged by subject matter into categories as defined by Kreitlow's "Taxonomy of Needed Research"; these consist basically of characteristics of adults as individuals and as learners, response of adults to instructional methods, and the adult education enterprise. Following each of the 20 subsections of the taxonomy are numbers referring to thesis titles (numbers for Ph.D. dissertations are underlined). These titles are listed alphabetically in the following section. (authors/ly)

ED 026 556 AC 003 067

Solomon, Daniel And Others

Teaching Styles and Learning.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 63

Note—174p.

Available from—Syracuse University Press Box 8, University Station, Syracuse, N.Y. 13210 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Academic Performance, *Adult Learning, American Government (Course), Classroom Techniques, Class Size, Comprehension, Evening Classes, *Higher Education, Knowledge Level, Research, Student Characteristics, Student Evaluation, Teacher Evaluation, *Teaching Styles

Using 24 college and university teachers, this study investigated the effect of teaching styles on adult student learning and analyzed the results of a factor breakdown, interactions between teacher behavior and class and student characteristics, and profiles of teacher effectiveness. Gains in factual information were positively related to teacher clarity and expressiveness and to lecturing; gains on a comprehension test were associated with a moderate position on the permissiveness-control continuum and with energy, aggressiveness, and flamboyance. Students gave most favorable evaluations to teachers scoring high on warmth and clarity. Students with jobs did best with relatively aggressive teachers stressing factual participation; women did best under teachers scoring high on lecturing. Students below age 19 learned factual information best from teachers stressing student growth; those over 19, from teachers stressing factual participation. Students in large classes learned facts best from permissive, warm, flamboyant teachers stressing student growth; students in small classes did best with teachers who lectured, were relatively "dry," and emphasized factual learning participation. Implications and limitations of the study were also noted. (ly)

ED 026 557 AC 003 111
Marbach, G.

Job Redesign for Older Workers: Pilot Study and Survey in Eight Member Countries.

Organisation for Economic Cooperation and Development, Paris (France). Social Affairs Div.

Pub Date 68

Note—71p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$1.20).

Document Not Available from EDRS.

Descriptors—Age, Automation, Comparative Analysis, *Human Engineering, Industry, *Job Analysis, *Older Adults, Physical Characteristics, *Productivity, Psychological Characteristics, Questionnaires, Self Concept, Surveys, *Unskilled Workers, Work Environment

Transfer of an older worker to a less demanding job not only creates a shortage of skilled labor, but causes the person to lose vitality and self confidence, leading to possible mental deterioration. Retraining of the older worker, moreover, can take five to ten times as long as that of a young worker. A special workshop for older or handicapped workers usually has low productivity and is not profitable for a company since skilled workers usually are not incorporated into the workshop. A survey of the member states of the Organisation for Economic Cooperation and Development (OECD) from 1965-66 revealed many examples of job redesign. The study shows that job redesign should consider physical exertion, postural and static work demands, dusty or humid atmosphere, loss of manual dexterity, and loss of visual acuity in the aging worker's situation. Compensation for these problems can include mechanization or automation, sitting position, modification of work rate, protection from environmental stress, less reliance on only one sense, and minimum training to readjust to new skills. The sparsity of answers to the OECD questionnaire shows lack of concern for the older worker, apparently because most industrialized nations are not yet experiencing problems since they still ignore the needs of the older workers. (An appendix includes the questionnaire.) (jf)

ED 026 558 AC 003 113

Alexander, Frank D.

Volunteer Study Groups: Characteristics and Educational Functions; Home Demonstration Units in Onondaga County. Extension Study No. 18.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell; State Univ. of New York, Ithaca. Coll. of Home Economics at Cornell Univ.

Pub Date Oct 68

Note—204p.

EDRS Price MF-\$1.00 HC-\$10.30

Descriptors—*Adult Leaders, *Demonstrations (Educational), Extension Agents, *Home Economics Education, Interviews, Investigations, Leadership Training, Participant Characteristics, Planning Meetings, Program Evaluation, *Rural Extension, Statistical Data, *Urban Areas

Identifiers—*New York State

The study aimed at describing the characteristics of a sample of home demonstration units in Onondaga County; testing the effectiveness of the teaching of a selected project; relating characteristics of the units to the learning of the participants; comparing characteristics of project leaders, trained teachers, and members of the unit; and indicating the leaders' preparation for teaching the project. Information was collected through interviews, pre- and posttests, and lesson reports from project leaders. Covariance of analysis was used to correlate learning and characteristics of the units as derived from personal characteristics of members, and only one of nine categories was significant at the .05 level. (Included in the appendixes are the interview schedule for unit members, floor facts test with correct answers indicated, leader's report form, tables presenting data on unit members irrespective of unit connections, and tables presenting detailed data on relationships of unit characteristics to learning of members participating in the floor facts project.) (nl)

ED 026 559 AC 003 121

Teaching Dialogues: English as a New Language Program for Adults. Teacher's Guide.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 66

Note—185p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$2.50).

Document Not Available from EDRS.

Descriptors—*Adult Education, *English (Second Language), *Immigrants, *Oral Communication, Pattern Drills (Language), Sentence Structure, *Teaching Guides

To aid in teaching English to adults recently arrived in the United States, a teachers' guide has been prepared, giving extensive sentence and word patterns dealing with common activities the immigrant is likely to face in his daily life. These dialogues are designed to be used in conjunction with tapes, to provide directed oral repetition and drill for accelerated English speaking development, through the simultaneous learning of both structure and intonation patterns. A guide for students is document AC 003 122. (jf)

ED 026 560 AC 003 122

Teaching Dialogues: English as a New Language Program for Adults. Student Materials.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 66

Note—148p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$2.50).

Document Not Available from EDRS.

Descriptors—*Adult Education, *English (Second Language), *Immigrants, Individual Activities, *Oral Communication, Pattern Drills (Language), Sentence Structure, *Study Guides

To aid recent adult immigrants to the United States in learning English, a student guide with the same extensive sentence and word patterns as in the teachers' guide (AC 003 121) has been prepared to complement oral drill by teachers and tapes. Dialogues dealing with common situations a person meets in daily life have been designed to provide oral repetition and drill to develop English language skills, while learning both structure and intonation. (jf)

ED 026 561 AC 003 124

Teaching English as a New Language to Adults.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 64

Note—188p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$1.50).

Document Not Available from EDRS.

Descriptors—*Adult Education, Arithmetic, Audiovisual Instruction, Bibliographies, Cultural Education, *Curriculum Guides, *English (Second Language), Lesson Plans, Reading, Social Studies, *Teaching Guides, Writing

To furnish a curriculum guide for teachers of English as a second language, this manual explains the principles, sound and structure patterns, the vocabulary range, and the basic cultural and orientation information necessary to teach adults. To aid the teacher, such information as how adults learn, criteria for placing students by grade level, and audiovisual techniques are also included. The aims and content for three grade levels (beginning, intermediate, and advanced), comprising four years, are given for the teachers, along with appropriate lesson plans and suggestions for teaching citizenship and social studies, reading, writing, and arithmetic. Bibliographies for each grade level are included. (jf)

ED 026 562 AC 003 125

Basic-Remedial Education; Handbook for MDT Instructors.

Tennessee State Board for Vocational Education, Nashville.

Pub Date 68

Note—271p.

EDRS Price MF-\$1.25 HC-\$13.65

Descriptors—Ability Identification, *Adult Basic Education, Bibliographies, Classroom Environment, Course Organization, *Curriculum Guides, Evaluation, Glossaries, Individual Differences, Instructional Materials, Learning Motivation, Learning Processes, *Student Teacher Relationship

Identifiers—*Manpower Development and Training Act, Tennessee

To provide information, examples, and ideas for teachers involved in Manpower Development Training programs, this handbook discusses many important aspects of such programs; basic philosophy, basic remedial education, the learning process, individual variations, classroom environment, course outline, lesson plans, the first and second weeks of classes, progression of instruction, instructional materials and aids, and closing the project—all from the viewpoint of an integrated plan to understand and treat the trainee as an individual who should be helped to develop his full potential. Glossaries for vocational instruction and examples of evaluation and information forms are included in the appendix. Extensive references for books, materials, and films are given. (jf)

ED 026 563 AC 003 127

A Survey of Community Development in Colleges and Universities.

Mott Graduate Training Program, Flint, Mich.

Pub Date 66

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Adult Education, *Colleges, Community Consultants, *Community Service Programs, Developmental Programs, Educational Facilities, Educational Responsibility, *Junior Colleges, Questionnaires, School Community Relationship, *Surveys, *Universities

A survey was made to determine the community development programs presently being conducted in universities and colleges in each state of the North Central Association of Colleges and Secondary Schools. Replies were received from 53.4% of the 375 universities and colleges polled. The most specific question, on whether the institution has a community development department, received the lowest affirmative response (19%), and the least specific question, on whether community development is considered a responsibility of the institution, received the highest affirmative response (63%), showing there is a definite awareness of community development. Institutions differ in definitions and in extent of commitment to community development, but junior colleges show the most initiative. More interest was found concentrated in the Great Lakes states, and in institutions located near or in cities. Adult education programs, consultative services, and use of institutional facilities were frequently mentioned, but the survey indicates that the community development field is still changing. (Tables and questionnaire are included.) (jf)

ED 026 564 AC 003 128

Douglass, Mohammad A. Dopp, Arvid D.
Small Businessmen's Perceptions of University Extension.Wisconsin Univ., Madison. Extension Service.
Report No.—RESOURCE-REPORT-4
Pub Date Sep 67
Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Administrative Personnel, *Business, Educational Needs, *Extension Agents, Knowledge Level, Organization Size (Groups), Participation, *Perception, Program Attitudes, Program Content, Rural Areas, *Rural Extension, Statistical Data, Surveys

Identifiers—*Cooperative Extension Service, Wisconsin

A survey was made in Clark County, Wisconsin, of small businessmen's knowledge and perception of university extension. The businessmen appeared most knowledgeable about Extension programs offered through mass media, but less knowledgeable about local staff affiliation and relationship to the University of Wisconsin. They participated in Extension programs to the greatest extent through the mass media, considered traditional programs important (with the possible exception of leadership development) but also desired programs geared specifically to their own needs and interests. They also tended to have favorable attitudes toward Extension programs, personnel qualifications, and the involvement of the University of Wisconsin in problem solving. Community improvement, marketing, and business management were the leading choices among program areas desired. Moreover, 51% were willing to pay a specified fee for such programs. Implications regarding information dissemination and educational methods were stated. (ly)

ED 026 565 AC 003 129

Piven, Herman Alcades, Abraham
Education and Training for Criminal Justice; A Directory of Programs in Universities and Agencies (1965-1967).

Department of Health, Education and Welfare, Washington, D.C.

Pub Date [68]

Note—136p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.70).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Agencies, Continuing Education Centers, *Corrective Institutions, Court Litigation, *Directories, Graduate Study, *Inservice Programs, *Law Enforcement, Parole Officers, Probation Officers, *Professional Education, Universities

This directory lists academic institutions and service organizations which report major training programs for practice in corrections, law enforcement, and the courts. Part one lists the colleges, universities, and graduate professional schools which offer a major course of study for practice in the field of criminal justice. Part two contains a list of crime and delinquency centers which are structurally associated with a university and engaged in training. Criminal justice systems which conduct major inservice training programs are listed in part three: probation/parole; correctional institutions, and law enforcement systems. (nl)

ED 026 566 AC 003 130

Ottaway, A.K.C.
Learning Through Group Experience.

Pub Date 66

Note—186p.

Available from—International Library of Sociology and Social Reconstruction, Routledge & Kegan Paul Limited, Broadway House, 68-74 Carter Lane, London, E.C.4. (25s.)

Document Not Available from EDRS.

Descriptors—Anxiety, Bibliographies, Confidential Records, Individual Development, Interpersonal Relationship, Leadership Styles, Psychological Patterns, *Self Directed Groups, *Sensitivity Training, *Small Group Instruction, *Social Workers, *Teachers, T Groups, Therapeutic Environment

This book recounts experiments with small groups of social workers and teachers who came together in order to improve their understanding of human relations and personality development. The technique employed can be called non-

directive tutoring, and is a type of group-centered discussion. The role of the leader is to clarify and interpret what is happening in the group rather than to direct its content. An account is given of how the group process starts and develops and how the members move toward deeper personal involvement. The changes in the group culture are illustrated by reports of group sessions, including members' personal statements of their experiences. It is shown that such groups provide a form of learning which enables their members to gain a better understanding of themselves and their relations to other people. The group work, though for normal people, is found to have a therapeutic aspect and the type of insight into human behavior so gained is a special feature of this method. (There is a bibliography and a list of books in the International Library of Sociology and Social Reconstruction.) (author/pt)

ED 026 567 AC 003 176

Lebedev, I.I.

New Plans for Evening and Correspondence School Students.

Joint Publication Research Service, Washington, D.C.

Pub Date 26 Apr 68

Note—15p.; translation of "Vestnik Vyshei Shkoly" (USSR), n9 p29-36 1967

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (JPRS-45-188, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Correspondence Study, Curriculum Planning, Engineering, *Evening Programs, *Higher Education, Program Length, Scheduling, Sciences, Statistical Data, *Technical Education

Identifiers—*Soviet Union

A general discussion is given concerning revisions in hours and schedules for evening and correspondence school students engaged in higher technical education. The teaching plan for the evening system consists of two parts: one for instruction in the first three years, and the other for the next three. The plan for correspondence study provides for six independent calendar-academic years, connected with each other by the continuity of subjects studies. Specialties are listed in the fields of geology, mining and metallurgy, power engineering, radio engineering, machine building, chemical engineering, technology, and construction. Four tables outline sample sequences of study. (translator/ly)

ED 026 568 AC 003 177

Cole, Warren L.

General Aviation Pilot Education Program.

Flight Safety Foundation, Inc., New York, N.Y.

Report No.—FAA-FS-67-1

Pub Date 27 Sep 67

Contract—FA-65-WA-1350

Note—127p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-673-159, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Accident Prevention, Curriculum, Educational Needs, Equipment Maintenance, *Flight Training, Instructional Materials, Lecture, Material Development, Participant Satisfaction, *Program Descriptions, Programmed Instruction, Research, *Safety Education, Simulators, Surveys, Teaching Techniques
General Aviation Pilot Education (GAPE) was a safety program designed to improve the aeronautical education of the general aviation pilot in anticipation that the national aircraft accident rate might be improved. GAPE PROGRAM attempted to reach the average general aviation pilot with specific and factual information regarding the pitfalls of his contemporaries who were involved in aircraft accidents and what he could do to avoid them. The program employed statistical analyses, publications, programmed training devices, speaking presentations, and surveys as the tools with which to administer the program. Aircraft accident analysis revealed that the majority of general aviation's mishaps were the product of ignorance, complacency, and inadequate flight training. The material developed and used was directed primarily to these areas. The program as presented was well received, and generally acclaimed as a realistic service long needed in the general aviation community. (The

document includes photos and illustrations.) (author/ly)

ED 026 569 AC 003 183

Webster, Daisy

The Need for Adult Education of Married Women in the Lower Socio-Economic Levels in Vancouver.

British Columbia Univ., Vancouver.

Pub Date May 68

Note—104p.; M.A. Thesis.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—Academic Education, Adult Education, Age Differences, Educational Background, *Educational Needs, Employment, Ethnic Groups, *Females, Investigations, *Lower Class, Marital Status, Masters Theses, Motivation, *Participation, *Urban Areas, Vocational Education

Identifiers—British Columbia, *Canada, Vancouver

A study was made of the educational needs of married women of lower socioeconomic status in three widely divergent inner city areas of Vancouver, British Columbia. Reasons for nonparticipation in adult education were also sought. The majority of respondents in these areas were married, aged 15-44, with one to four children. Most had gone beyond Grade 8, but only 1/3 had completed high school. Most of the past and present participants in continuing education were high school graduates. Tuition fees, lack of child care facilities, transportation and related costs, feelings of academic inadequacy, and (mainly among new Canadians) fear of institutionalized programs were major reasons for nonparticipation. A conflict of priorities appeared to exist between needs perceived by resource personnel and needs perceived by the respondents themselves. Resource persons stressed organizational objectives; most of the women stressed education for future employment. Despite differing priorities, both groups saw needs in the areas of cultural orientation, family relationships, nutrition and home management, citizenship, and employment. Program success requires that these married women share in planning, and that their priorities be reflected in the curriculum. (author/ly)

ED 026 570 AC 003 185

[Annual Report of the Canadian Association for Adult Education, 1967-68].

Canadian Association for Adult Education, Toronto (Ontario).

Pub Date 68

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Administrative Personnel, *Adult Education, *Annual Reports, Expenditures, *Professional Associations, *Program Descriptions

Identifiers—*Canada

In the 1967-68 annual report of the Canadian Association for Adult Education, an account is given of organizational expansion, financial and related problems, and activities both in Canada and abroad. Organizational concerns include facilities, university extension, new staff members, and the director's request for a leave of absence to visit the University of Zambia. Professional activities are reported for such areas as new publications, research and professional development, public school adult education, human relations training, voluntary organizations, industrial development, manpower policy, community development, poverty, communications, public affairs education, and educational television. Also included are national and provincial officers, the financial balance sheet for 1967-68, and a list of provincial governments, schools and school boards, cooperatives, colleges and universities, labor organizations, business corporations, voluntary and nonprofit organizations, and other donors and organizational members. (ly)

ED 026 571 AC 003 186

Blaney, John P.

A Staff Development Program for the Extension Department, the University of British Columbia. Occasional Papers in Continuing Education, No.2.

British Columbia Univ., Vancouver. Dept. of Univ. Extension.

Pub Date Nov 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Adult Educators, *Professional Continuing Education, *Program Content, *Program Planning, Staff Improvement, Textbooks, *University Extension

Identifiers—*University of British Columbia

The newly formulated staff development program for professional university adult educators at the University of British Columbia entails the establishment of basic competencies, a seminar and independent study (selected readings) program, and regular staff seminars to help to enable supervisors to clarify and practice new learning. Basic tasks and professional competencies of extension supervisors include setting program objectives, identifying student needs, determining evaluation procedures, selecting content, processes, resources, and facilities, evaluating the program as a whole, and reporting and other administrative procedures. The independent study outline matches specific readings or groups of readings to specific tasks and competencies. (The document includes 35 references and a consideration of desirable characteristics of professional program planners.) (ly)

ED 026 572

AC 003 187

Bolman, Lee

Laboratory Education in a University Executive Program.

Pub Date [68]

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Analysis of Variance, Behavior Change, *Business, Changing Attitudes, *Chief Administrators, Conformity, *Group Discussion, Interpersonal Competence, *Laboratory Training, *Lecture, Research, Retention, Self Evaluation, Transfer of Training

Four different sessions of an educational program for business executives were studied to compare the differential effects of laboratory human relations (T-group) training versus a lecture-discussion approach to interpersonal relations in organizations. Both types of programs produced equal change in participants' stated beliefs about effective interpersonal behavior. Laboratory training showed greater effects on participants' perceptions of themselves and on their behavior as analyzed from tape recordings of case-discussion meetings. There was, however, evidence that the participants had difficulty transferring learning from the T-group to other parts of the program, and that there was considerable "fade-out" of the effects of the training. (The document includes footnotes, 13 references, and 16 tables and figures.) (author/ly)

ED 026 573

AC 003 191

1967 Proceedings, Association of University Evening Colleges (New Orleans).

Association of Univ. Evening Colleges, Norman, Okla.

Note—185p.

Available from—Also available from Association of University Evening Colleges, University of Oklahoma, Norman, Oklahoma 73069 (\$5.00).

EDRS Price MF-\$0.75 HC-\$9.35

Descriptors—Budgets, Business Education, Counseling, Credit Courses, Educational Legislation, Engineering, *Evening Colleges, Industry, Noncredit Courses, *Professional Continuing Education, Publicize, Teacher Education, *University Extension

Identifiers—*Association of University Evening Colleges

The role of evening colleges in an era of cultural change, major trends and needs in business education at the university level, teacher education, engineering education, the relationship of the Association of University Evening Colleges (AUEC) to the academic community and the wider society, were topics of addresses at the 1967 AUEC convention. Discussions were held on academic counseling; publicity; credit and noncredit programs; part-time faculty benefits; continuing education (noncredit) for professional groups and for industry; the need for funds, facilities, and faculty; undergraduate honors courses and seminars; and challenges in business education, arts and sciences, professional continuing education, alumni education, and higher adult education for the disadvantaged. Also included were committee reports, a survey on women's education, guidelines for noncredit programming, the financial statement and the proposed 1967-68 budget, the 1967 roster, and committee structures. (ly)

ED 026 574

AC 003 194

Stahre, Sven-Arne

Adult Education in Sweden.

Swedish Inst., Stockholm.

Pub Date 66

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Adult Education, Attendance, Correspondence Schools, Discussion Groups, Financial Support, *Folk Schools, *General Education, Leadership Training, *Lecture, Libraries, Mass Media, *National Surveys, Organizations (Groups), Residential Programs, Units of Study (Subject Fields)

Identifiers—*Sweden

The chief components of Swedish formal adult education are (1) independent lectures, which stress popularization of public affairs and of selected aspects of culture, science, and technology; (2) the folk high schools, whose object is to impart to young adults a general and civic education; (3) special schools operated by the popular movements; and (4) study circles, which are fellowship groups that meet to pursue theoretical and practical study of particular subjects according to a predetermined plan. Lecture activities are organized and coordinated at several levels, and receive some government support; the study circles and folk high schools are largely government subsidized. Study circles, annually serving one out of ten adult Swedes, cover a broad range of subjects; fine arts and foreign languages have become especially popular. Lecture series, residential courses, mass media, libraries, correspondence study, and other programs supplement the study circles. (The document includes enrollment and attendance data, lecture activities (1963-64), and a list of 13 approved national adult education organizations.) (ly)

ED 026 575

AC 003 255

Directory of Personnel: Canadian Association of Departments of Extension and Summer School; November 1968.

Canadian Association of Depts. of Extension and Summer Schools, Ottawa (Ontario).

Pub Date 68

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Directories, Educational Objectives, Grants, Professional Associations, *Professional Personnel, Program Planning, *Summer Schools, *University Extension

Identifiers—*Canada

The Canadian Association of Extension and Summer School (CADESS) lists in its Directory of Personnel, the Canadian universities giving extension and summer school services, and the subject areas or divisions covered. Included also is information concerning the interests the organization is intended to serve, the objectives as stated in the Constitution, the management of the affairs of CADESS, and the origin and objectives of the trust fund. (nl)

ED 026 576

AC 003 256

DuBois, Philip H., Ed.

Psychological Research in Adult Learning.

Washington Univ., St. Louis, Mo. Dept. of Psychology.

Report No.—TR-15

Pub Date 68

Contract—Nonr-816(14)

Note—71p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-672-748, MF \$65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Adult Learning, Audiovisual Aids, *Computer Assisted Instruction, Equipment, *Instructional Technology, Military Training, Pacing, *Programmed Instruction, Research, Simulation, Statistical Data, *Systems Approach, Technical Education

The present report includes a number of papers centered around educational technology which were presented at a conference at the Bromwoods Residential Center of Washington University. Topics were the systems approach to learning, computer assisted instruction, the role of simulation in training, programed instruction, educational technology in technical training, the learning of operational equipment as a criterion in training research, and the evaluation of a partially self-paced course. (The document includes chapter references and six illustrations.) (editor/ly)

ED 026 577

AC 003 257

Doyle, Louis A.

Continuing Education—NSUKKA: A Program of University Extension Aimed at Serving the Practical and Intellectual Needs of a Developing Nation.

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Adult Education, Agricultural Education, Continuing Education Centers, *Developing Nations, Educational Needs, General Education, *Historical Reviews, Professional Continuing Education, *Program Planning, Teacher Education, *University Extension, Vocational Education, Womens Education

Identifiers—Africa, *Nigeria, University of Nigeria

A history of extension education in Nigeria, particularly as it relates to the University of Nigeria (Nsukka), is given with implications and reflections for other programs in Nigeria and other areas of Africa. Beginning in 1948, with the University College at Ibadan sponsored by the University of London, the history of extra-mural or extension education in Nigeria shows an increasing emphasis on serving people of the area, with the University of Nigeria, from the time of its enactment by the Nigerian Assembly in 1955, concentrating on extension services and the special needs of such varied groups as teachers of English and poultry farmers. The United States Agency for International Development provided \$1,000,000 for the Continuing Education Center building, which served people from East and West Africa as well as Nigeria. Because of the civil war beginning in July 1967, the present state and the future of the University are very uncertain. (jf)

ED 026 578

AC 003 259

Rapides Education for Adult Development; Guidebook and Manual for Teachers of Adult Education in Rapides Parish.

Rapides Parish School Board, Alexandria, La.

Pub Date 67

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—Admission Criteria, *Adult Basic Education, Elementary Education, Equivalency Tests, Financial Policy, Instructional Program Divisions, Instructional Staff, *Manuals, *Program Administration, *Public School Adult Education, Scheduling, Secondary Education, Student Records, Supervisors, Teaching Methods, Testing

Identifiers—*Louisiana

The operational manual for teachers of adult education in the Rapides Education for Adult Development Program of Rapides Parish, Louisiana, sets forth procedures, policies, philosophies, and programs as a guide to be followed uniformly by all teachers of adult classes. Sections of the manual deal with the definition and legal foundations of the program; its objectives in terms of elementary and secondary education; guidelines pertaining to teachers, supervisors, and student eligibility; types of classes (high school, intermediate, primary, and mixed); time, place, length, and size of classes; instruction (including lesson planning); testing programs; the General Educational Development program and certificates; policy on purchase of materials, payment of teachers, and student expenses; classroom techniques and situations; and forms and records. A brief supplement of revisions and corrections for the 1968-69 program session is included. (ly)

ED 026 579

AC 003 260

Title I Programs and Programming Costs; A Summary of Proposals Approved for First-Round Funding for Fiscal Year 1969.

Tennessee Univ., Knoxville. State Agency for Title I.

Pub Date 15 Nov 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—City Government, City Planning, *Community Development, *Community Services, *Federal Aid, Federal Programs, *Human Resources, Leadership Training, *Program Proposals, Public Officials, Sanitation Improvement, Traffic Safety, Transportation, Youth Programs

Identifiers—*Tennessee, Title I Higher Education Act of 1965

These 12 program proposals approved by the Tennessee State Agency for Title I (Higher Education Act of 1965) 1969 Federal funding are in the categories of community economic and human resource development services and government and community development services. Under the first heading are an intensive training program in psychology for Division of Employment Security interviewers; a "Street Arts" program for low-income neighborhoods in Memphis; counseling on sanitary environmental conditions in the Upper Cumberland Region; a pilot workshop for school custodial and maintenance personnel; upgrading handicraft skills in Hancock County; and introduction of the role of minority groups into the teaching of American history in Memphis schools. The second category includes policy planning services for greater Memphis; technical assistance to Tennessee municipal officials; a pilot project in highway beautification in Knoxville; seminars to increase the leadership ability of the school board of DeKalb County; practical aspects of traffic safety; and a regional workshop on Federal programs. (A budget and participating colleges and universities are also included.) (ly)

ED 026 580 AC 003 262

Alford, Harold J.
Continuing Education in Action; Residential Centers for Lifelong Learning.

Pub Date 68

Note—162p.

Available from—John Wiley and Sons, Inc., 605 Third Ave., New York, N.Y. 10016.

Document Not Available from EDRS.

Descriptors—Administrative Organization, Building Design, Conferences, *Continuing Education Centers, *Educational Facilities, Educational Finance, Educational Trends, Financial Support, Historical Reviews, Inservice Education, Program Administration, Program Planning, Research, *Residential Centers, *Residential Programs, *University Extension

Identifiers—Great Britain, Kellogg Foundation
This book deals with university continuing education centers emphasizing those at ten pioneering institutions (Michigan State University, Columbia, Oxford, California Polytechnic State College, Notre Dame, the University of Chicago, and the Universities of Georgia, Nebraska, Oklahoma, and New Hampshire) that came into being through the financial assistance of the W.K. Kellogg Foundation. These centers contain auditoriums, conference rooms, and sleeping and dining accommodations; they are each part of a university whose total academic resources are available to the adult learner. The role and background of continuing education centers, origins of the centers described here, the design and financing of facilities, program planning and presentation (including special degree programs), the use of research and staff training to improve continuing education, approaches to program administration and finance, and anticipated trends in residential continuing education are discussed and documented. (ly)

ED 026 581 AC 003 264

Sheffield, James R., Ed.
Education, Employment and Rural Development; Proceedings of a Conference (Kericho, Kenya, September, 1966).

University Coll, Nairobi (Kenya). 1967

Pub Date 68

Note—523p.

Available from—East African Publishing House, P.O. Box 30571, Nairobi, Kenya (70s. or \$10.00).

Document Not Available from EDRS.

Descriptors—Adult Education, Adult Farmer Education, Agriculture, *Developing Nations, Educational Needs, *Educational Strategies, *Employment Opportunities, Employment Trends, Expenditures, Farm Labor, Industry, Land Use, National Programs, Primary Education, *Rural Development, Rural Youth, Statistical Data, Urbanization, Wages

Identifiers—East Africa, *Kenya

This document, which contains the discussion papers and the conclusions of The Kericho Conference held in September, 1966, focuses on rural problems in Kenya, including the related issues of education and employment. Papers dealing with general issues are: "Education, Employment, and Rural Development: The Problem in East Africa"; "Projected Changes in Urban and Rural

Population in Kenya and the Implications for Development Policy"; and Demographic Trends and Educational Needs". Covered also are topics under the following general areas: Rural Development, Employment, Education, and Financing Development. Among the subjects under the above are: "The strategy of Kenya's Development 1966-1970," "The Role of Agriculture in the Strategy of the Plan," "The Generation of Employment in Newly Developing Countries," "Long-Term Employment Prospects and the Need for Large Scale Rural Works Programmes," "Education and Employment: Perspectives of Kenya's Primary Pupils," "Continuing Education for Youth and Adults," "The Adolescent in the Rural Community," and "The Budgetary Constraint in Kenya." (nl)

ED 026 582 AC 003 265

Fordham, Paul Sheffield, James
Continuing Education for Youth and Adults.

Pub Date 67

Note—24p.

Available from—In EDUCATION, EMPLOYMENT AND RURAL DEVELOPMENT; University College, Nairobi; East African Publishing House, P.O. Box 30571, Nairobi, Kenya (70s or \$10.00).

Document Not Available from EDRS.

Descriptors—Adult Education, *Developing Nations, Educational Coordination, *Educational Opportunities, *Employment Opportunities, *National Programs, *Out of School Youth, Rural Areas, Skill Development, Statistical Data, Technical Education, Youth Programs

Identifiers—East Africa, *Kenya

An attempt is made to analyze the weaknesses which restrict employment opportunities for primary school leavers in Kenya, and to estimate the benefits that may accrue from a coordinated program of youth and adult education preferably under the direction of the recently established Board of Adult Education. Examined are the opportunities available to youth who have never been to school or who have had some secondary school but are unable to find wage employment. The fact that there are not enough places in the formal educational system to accommodate more than a small fraction of the young people is statistically examined and the work being done by several organizations outlined. It is recommended that local committees of the Board of Adult Education should ensure that available funds and facilities be utilized as efficiently as possible and that primary school leavers be given a two-year course stressing practical skills. (nl)

ED 026 583 AC 003 267

Minor, Harold D., Ed.
Creative Procedures for Adult Groups; Improving Teaching in the Church.

Pub Date 68

Note—174p.

Available from—Abingdon Press, 201 Eighth Av., S., Nashville, Tennessee 37202

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Bibliographies, *Creative Teaching, Evaluation Techniques, Group Discussion, *Group Instruction, Leadership Training, Lecture, Participant Involvement, *Reading Materials, *Religious Education, Teaching Techniques

This guide to creative procedures for improving teaching adult church groups deals with the following: (1) steps in planning for instructional and learning experiences in adult groups; (2) techniques for admitting new ideas into a class; (3) using personal creativity through such means as role-playing, real-life experiences, brainstorming, questioning, and creative writing; (4) using religious and secular printed resources (the Bible, fiction, biography, quotations, headlines, psychological studies, government publications); (5) using attitude scales, checklists, photographs, tape recordings, folk music, and other audiovisual aids and techniques; and (6) the effective use of speakers, questioning, symposia, panel discussions, demonstrations, interviews, and case studies to promote group involvement. An extensive bibliography is included. (ly)

ED 026 584 AC 003 273

Neal, Thomas
Team Leader: Refugee Welfare Field Manual. Community Development Foundation, Norwalk, Conn.

Pub Date Jun 68

Note—65p.

Available from—Community Development Foundation, 49 Boston Post Road, Norwalk, Conn., 06852

Document Not Available from EDRS.

Descriptors—Armed Forces, *Community Development, Community Leaders, Foreign Countries, Government Employees, Interagency Cooperation, International Programs, *Manuals, Meetings, Objectives, Power Structure, *Refugees, Rural Areas, *Team Leader (Teaching), Tests, Welfare Services

Identifiers—Agency for International Development, *Vietnam

The preparatory manual is one of a series produced by the Refugee Welfare Training Team in Qui Nhon, Binh-Dinh Province, Vietnam, for use in training teams of government personnel to work with refugees. The purpose was to improve living conditions, overcome lethargy and despair, develop a community structure, engage group action, and prepare for living in secured villages. This guide outlines methods and procedures for emergency as well as more stable conditions. The ten week course is administered by the staff of the Community Development Foundation under contract with the United States Agency for International Development in cooperation with the Ministry of Social Welfare and Refugees. The team leader's duty is to provide direction, guidance, and support to team members; and technical assistance, material aid, and moral support to refugees; and to ensure the implementation of social welfare policy in the field. Emphasis is on cooperation with community officials, other government and voluntary agencies, and armed forces, both domestic and foreign. The manual includes a profile of the refugee, instruction in team management, program management, and organization services, a test on course content, and charts illustrating the power structure at various levels. (pt)

ED 026 585 AC 003 277

L'Education des Adultes et les Problèmes de Main-D'Oeuvre (Adult Education and the Problems of Manpower)

Institut Canadien d'Education des Adultes, Montreal (Quebec).

Pub Date May 68

Note—72p.; Report of a conference held in Montreal, May 23-24, 1968. Text in French.

EDRS Price MF-30.50 HC-\$3.70

Descriptors—*Adult Education, Adult Educators, Cooperative Planning, General Education, Labor Market, Management Development, *Manpower Development, Organization Size (Groups), *Policy Formation, Professional Continuing Education, Research, *Vocational Retraining

Identifiers—*Canada

Panelists at this Montreal conference presented a trade union view of technological change and manpower policy; an account of a program of vocational retraining and upgrading undertaken in Windsor, Ontario, to forestall mass unemployment; and a discussion of principles of manpower development and management development in large businesses. Working sessions dealt with such topics as governmental and other organizational structures, static and dynamic aspects of the labor market, general and professional continuing education, the teaching of adults, the preparation of adult educators, existing research and needed research, and problems and suggested solutions pertaining to consultation and participation in working out a manpower policy. A major address was devoted to examining the role of adult education in the context of social and economic development, with particular reference to the Province of Quebec. Conclusions on manpower policy formation were summarized in the plenary session. (A participant roster is included.) (ly)

ED 026 586 AC 003 278

Les Centres Résidentiels (Residential Centers). Institut Canadien d'Education des Adultes, Montreal (Quebec).

Pub Date Sep 68

Note—73p.; Text in French.

EDRS Price MF-30.50 HC-\$3.75

Descriptors—Administrative Organization, Educational Coordination, *Educational Facilities, *Financial Support, General Education, Needs, *Organizations (Groups), Program Administration, Program Length, *Residential Centers, *Residential Programs, Surveys

Identifiers—*Canada, Quebec

Results of a survey of residential adult education in the Province of Quebec are presented in this report. The existence of widespread financial difficulties is documented, together with a frequent lack of adequate community services and suitable facilities. Chapter I reviews the need of nonprofit groups for residential facilities and indicates the extent of available human and material resources. The next chapter is concerned with general features of residential centers (educational services, administration, accessibility, nonprofit policy, homelike environment), the role of residential centers, and the need for new centers. Finally, in Chapter III, recommendations are laid down for the creation of a new residential center, the maintenance and subsidizing of an existing center (the Institut Coopératif Desjardins), and provisions (under a special independent committee) for coordinating the work of residential adult education centers in Quebec and promoting their development. Included are ten tables (enrollment data, facilities, programs, sponsorship), questionnaires, religious and secular organizations surveyed, excerpts from the by-laws of L'Institut Canadien d'Éducation des Adultes and its council and committee rosters. (ly)

ED 026 587 AC 003 279
Proceedings of the National Workshop on the Urban Poor, Manpower and Consumer Potentials (March 26-27, 1968).

Chamber of Commerce of the United States, Washington, D.C.
Pub Date 68
Note—142p.

Available from—The Chamber of Commerce of the U.S., 1615 H St., Washington, D.C. 20006 (\$3.00)

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—*Community Action, *Disadvantaged Groups, Employment Trends, Expenditures, Income, *Intergroup Relations, Labor Market, Leadership, Negroes, Occupations, Public Policy, Self Help Programs, Statistical Data, *Unemployment, *Urban Areas, Violence, Youth

The purpose of this workshop was to work out sound, practical means of promoting better intergroup communication in American cities and improving community action on hard-core unemployment and other problems of the urban poor. Frustrations and aspirations of ghetto people were illustrated in a film. Panel interviews and an audience question session were held with Negro youth leaders. Prepared papers, summaries, and remarks were offered on psychological, social, and other factors in urban unrest; the need for indigenous ghetto leadership; leadership through ghetto self help in Detroit; manpower and consumer potentials of the urban poor; recruiting and job coaching of the hard core unemployed in Chicago; and accommodating employer entry job requirements in Missouri. (The document includes references; research data on 17 indicators of future urban violence in several dozen high probability cities; and statistical data on labor force trends, variation in unemployment rates, incidence of poverty, proportions of Negroes in major cities and regions, educational attainments of Negroes, occupations of nonwhites, income growth and distributions, and consumer expenditures.) (ly)

ED 026 588 AC 003 284

Batchelder, Richard L. Hardy, James M.
Using Sensitivity Training and the Laboratory Method: An Organizational Case Study in the Development of Human Resources.

National Board of Young Mens Christian Association, New York, N.Y.
Pub Date 68
Note—120p.

Available from—Association Press, 291 Broadway, New York, N.Y. 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors—Adults, Behavior Change, *Case Studies (Education), Educational Objectives, *Evaluation, *Guidelines, *Laboratory Training, Parent Attitudes, Participant Satisfaction, Personal Growth, Professional Personnel, Research, *Sensitivity Training, Statistical Data, Teacher Responsibility, Trainers, Youth

Identifiers—*Young Mens Christian Association
The present work is both an operational guidebook which translates research findings into specific working guidelines for using sensitivity training and the laboratory method, and an

evaluative research report on the experience of the Young Mens Christian Association in developing human resources among both adults and youth. Internal evaluations are taken, not only from participants and their supervisors, but also from persons who expressed opposition to the whole sensitivity training approach. Internal evidence, evaluated in the context of pertinent research findings from the social and behavioral sciences, is interpreted as tending to affirm the effectiveness of sensitivity training and the laboratory method in developing knowledge of oneself, others, and groups and organizations. Appropriate learning goals, sample profiles of training laboratories, and suggested steps in program design are presented. Criteria for the responsible use of this type of training include adequate access to information; screening of participants and trainers; adherence to high standards and recognized operating procedures; and proper provision for evaluation and for back-home application of new learning. Also included are a glossary, index, references, and tables. (ly)

ED 026 589 AC 003 285
Industrial Training in the Trades Allied to Agriculture.

British Industrial Training Committee for Trades Allied to Agriculture.
Pub Date Jan 68

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—Course Descriptions, *Educational Needs, Feed Industry, *Horticulture, *Industrial Training, *Job Analysis, Job Skills, Merchants, National Organizations, *Off Farm Agricultural Occupations

To give a summary to the Minister of Labour and the members of his Board, this report by the Industrial Training Committee for Trades Allied to Agriculture discusses a sector of the Food, Drink and Tobacco Industry relating to agricultural and horticultural ancillary trades. Chapters cover an introduction, the nature of trades relating to agriculture and horticulture, the role of the Industrial Training Board and its relation to the Industrial Training Committee, the Committee's future goals, and a summary of recommendations. Over 80% of the document is devoted to three appendixes which include trade associations represented on the Committee, the job descriptions and training needs of the employees, and examples of courses and qualifications being used. (jf)

ED 026 590 AC 003 286

Easton, Edison E.

A Study of the Continuing Education Needs and Interests of Managers and Professional People in South-Central Oregon.

Oregon State System of Higher Education, Corvallis. Div. of Continuing Education.

Pub Date Nov 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Administrative Personnel, *Business, Distance, *Educational Needs, Individual Characteristics, Instructional Staff, Interests, Organization Size (Groups), *Professional Continuing Education, *Professional Personnel, Program Length, Scheduling, Units of Study (Subject Fields)

Identifiers—*Oregon

Questionnaires were sent randomly to 980 individuals to determine educational needs and interests of supervisors, managers, administrators, and professional people in south-central Oregon. The object was to determine the desired subject matter, time, place, approach, and instructor, and the influence of age, education, location, size of organization, place of work, and occupation. Answers, based on 171 usable questionnaires, cannot be assumed representative of all groups under study, but some patterns emerged. Subject areas of greatest interest were human relations, management and organization, psychology and motivation, writing, supervision and leadership, speech, data processing, accounting, investments, personnel and manpower, labor relations. Winter was the preferred time for programs and 3/4 were willing to drive only 1-20 miles round trip once a week for 8-10 weeks. The seminar discussion approach was preferred. Those with over two years' college education favored faculty members over instructors from business or the professions. Those from larger organizations favored two or three day conferences and expected time off with

pay and their tuition to be paid. (A sample questionnaire and many tables are included.) (jf)

ED 026 591 AC 003 288

Annual Report of Continuing Education at the Ohio State University, July 1, 1967-June 30, 1968.

Ohio State Univ., Columbus. Div. of Continuing Education.

Pub Date Oct 68

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Adult Education, Conferences, Credit Courses, *Educational Programs, Federal Aid, *Higher Education, Information Dissemination, Noncredit Courses, *Professional Continuing Education, Program Administration, Program Descriptions, *State Universities, Statistical Data, Workshops

Identifiers—Higher Education Act of 1965, *Ohio State University

A report of the Ohio State University continuing education program and its major areas of emphasis by individual administrative units is presented. Information is given on the philosophy of continuing education, the administrative advisory committee on continuing education, the credit non-degree program, non-credit programs for metropolitan Columbus, conferences and workshops, technical and business services, Title I programs of the Higher Education Act of 1965, and supporting facilities. The divisions of administrative science, agriculture and home economics, arts and sciences, biological sciences, dentistry, education, engineering, law, medicine, pharmacy, university college, and veterinary medicine are discussed in relation to their programs, organization, sponsored activities, and responsibilities. An appendix contains tables of statistical data, such as enrollment by quarter at each campus, number of programs and total enrollment of each administrative unit, and attendance at continuing education programs and university related events. (jf)

ED 026 592 AC 003 293

Livright, A.A.

CSLEA in Retrospect: A Final Report From the Center for the Study of Liberal Education for Adults.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 68

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Adults, Conferences, Evaluation, *Evening Colleges, Experimental Programs, Financial Support, *General Education, Higher Education, *Historical Reviews, *Professional Associations, Publications, Research, Special Degree Programs, Universities

Identifiers—*Center for the Study of Liberal Education for Adults

Three phases have been identified in the life of the Center for the Study of Liberal Education for Adults (CSLEA): a search for relevance and purpose (1951-55); a period of involvement, innovation, and influence (1956-61); and an operational period of diversification, staff consolidation, and shrinking budgets (1962-68). CSLEA has produced interest and participation in program planning and experimentation in liberal adult education, a climate more conducive to change, increasing numbers of innovative programs at Brooklyn College and other institutions, a large body of pertinent literature, and publications and administrative structures for promoting professional and liberal adult education. Both the history and the demise of the CSLEA suggest several requisites for a change agent; a more or less independent organization; enough seed money for experimental and demonstration programs; active field involvement in testing and development; concentration of activities and energies on a reasonable number of concerns; a diversified plan of action and supporting services; a vigorous leadership role; and firm, clear-cut policies reflected in activities and methods. (Included is an evaluative summary chart of CSLEA special degree programs, seminars, and other activities.)

ED 026 593 AC 003 294

The Role of Education in the Social and Economic Development of Japan.

Japanese National Commission for UNESCO, Tokyo.

Pub Date Feb 66

over

Note—437p.

Available from—Ministry of Education, Tokyo, Japan.

Document Not Available from EDRS.
 Descriptors—Case Studies (Education),

*Economic Development, Educational Legislation, Employment, Expenditures, *Historical Reviews, Industrial Education, *Industrialization, National Surveys, *Public Education, *Social Change, Statistical Data, Teacher Education

Identifiers—*Japan

Emphasis in this study of Japanese education since the Meiji Restoration of 1868 was on interactions between industrialization and education, the development of a national school system, the rise of vocational education, the foundation and direction of economic and educational development, and case studies of modernization and education in Hokkaido, Nagasaki, and Okayama. Schooling for nobles and commoners during the earlier Tokugawa period was also described. Several government edicts during the period 1872-1900, consolidation of the primary and secondary school systems, extensions of compulsory education, higher educational legislation, changes in teacher education and other areas during World War II, and the postwar reconstitution of the educational system were among the events and trends considered. Provisions for technical, agricultural, commercial, and industrial education were examined, together with employment trends and the impact of wars and depressions. The role of education in modernization and social change was discussed in terms of educational expenditures, productivity, government and business leadership, and other relevant factors. (Included are a map and 89 tables and figures.) (ly)

ED 026 594 AC 003 404

Project Aristotle Symposium.

Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—National Security Industrial Association, Washington, D.C.

Pub Date 69

Note—651p.

Available from—National Security Industrial Assn., 1030 15th St. N.W., Washington, D.C. 20005

Document Not Available from EDRS.

Descriptors—*Cooperative Planning, *Education, *Educational Improvement, Educational Innovation, Evaluation, *Government (Administrative Body), *Industry, Information Dissemination, Instructional Technology, Low Ability Students, Media Technology, Military Training, Research, Systems Approach, Transfer of Training

The first annual Aristotle Symposium was held in Washington, D.C., in December 1967 and dealt with the potential collaboration of government, education, and industry in educational development. Task groups were concerned with the following specific areas: (1) Department of Defense programs for training of low aptitude persons (Project 100,000) and transfer of skills to civilian life (Project Transition); (2) the implications for education of new developments in media technology; (3) information technology; (4) frontiers of educational research; (5) new developments in teaching/learning technology including, in part, use of computers, teaching machines, audiovisual apparatus, trainers and simulators, and biomedical education (6) systems approach to education; (7) educational issues and evaluation; and (8) the challenge of the world educational crisis. (dm)

ED 026 595 AC 003 522

Bright, Don Emerson

A Critical Analysis and an Evaluation of the Secretarial Programs in the University College of the University of Cincinnati.

Cincinnati Univ., Ohio.

Pub Date 67

Note—311p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-15,943, MF \$4.00, Xerography \$14.20).

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Employment Qualifications, Instructional Staff, Investigations, *Junior Colleges, *Office Occupations Education, *Program Evaluation, Questionnaires, School Industry Relationship, *Secreta-

ries, Specialization, Statistical Data, *University Extension

Identifiers—*University of Cincinnati

The executive secretarial, medical secretarial, and legal secretarial programs of the University College of Cincinnati were analyzed and evaluated. Data were analyzed to determine: historical development of the secretarial program; alumnae and current secretarial student evaluations of the programs; requirements for secretaries hired in medical, legal, and general offices; and the general pattern of junior colleges throughout the United States and how Cincinnati's programs compare. It was found that business and related courses are planned according to community and societal needs; teachers come from business and industry as well as teacher institutions, and business and industry advisory committees influence course content and class instruction. Among recommendations are: administering placement tests in shorthand and typing skills to new students; training medical secretaries primarily in secretarial skills; familiarizing students with different office machines; and providing students with a basic year in secretarial skills before entering an area of specialization. (author/pt)

ED 026 596 AC 003 528

DiVincenti, Marie Philippa

A Training Program for March of Dimes Workers.

Indiana Univ., Bloomington.

Pub Date 65

Note—216p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 65-14,034, MF \$3.00, Xerography \$9.90).

Document Not Available from EDRS.

Descriptors—Activities, Analysis of Variance, Changing Attitudes, Control Groups, Doctoral Theses, Educational Needs, Experimental Groups, *Experimental Programs, *Financial Support, Knowledge Level, Perception, *Program Evaluation, Program Planning, Research, *Voluntary Agencies, *Volunteer Training

Identifiers—*March of Dimes

The problem of the study was to develop and test a training program for county workers who conduct the annual March of Dimes fund-raising campaign. Subjects were Mothers' Marchers, who were divided between an experimental and a control group. Training was given to the experimental group only. Both groups were given a posttest (identical to the pretest) and a program evaluation instrument. Findings favored the experimental group significantly in terms of increased knowledge about the National Foundation and fund raising and of attitude change (favorable) toward soliciting funds. There was a slightly significant difference favoring the experimental group in attitude change (favorable) toward the National Foundation. All 20 experimental subjects reported becoming better informed on the National Foundation; 16 of them reported becoming more favorably disposed toward soliciting funds. The training program was judged to be effective. A six-step program-planning procedure used successfully in other settings was readily adaptable to the training of March of Dimes workers. (author/ly)

ED 026 597 AC 003 529

Geisert, Mollie McGrath

A Study of Two Heterogeneous Educational-Level Groups in a Participation-Training Program of Adult Education: An Experiment in a Mental Hospital.

Indiana Univ., Bloomington.

Pub Date 65

Note—243p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-3117, MF \$3.15, Xerography \$11.05).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Adjustment (to Environment), Doctoral Theses, *Females, Homogeneous Grouping, Participant Characteristics, *Participation, *Patients (Persons), Psychiatric Hospitals, Rehabilitation, Research, *Schizophrenia

This study was to determine the extent to which the educational level of female schizophrenic patients could influence their willingness and ability to accept responsibility for self and others through a program based upon freedom of expression, active voluntary participation, knowledge and acceptance of roles and

responsibilities, acceptance of self and others as unique persons, and sharing program development. The investigator acted as trainer of two groups of 11 members each in 15 one-hour sessions. These groups had mean educational levels of 12.4 and 7.5 years respectively, but were roughly homogeneous in other respects. Matched, untrained control groups completed the design. Patients were rated on a nine-point rating scale, and additional data collected from hospital records, patients' appraisals, and investigator's observations. Findings of this study tend to support the general conclusion that an adult education program of participation-training is a potentially effective technique for rehabilitating hospitalized schizophrenic patients, and that educational level does not necessarily influence the fulfillment of the need for increased willingness and ability to communicate acceptance of responsibility for self and others. (author/nl)

ED 026 598

AC 003 532

Haller, Lola Marie

The Future Role of the Highest Ranking Woman Student Personnel Administrator in the College or University and a Suggested Training Program.

Michigan State Univ., East Lansing.

Pub Date 67

Note—147p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-4146, MF \$3.00, Xerography \$7.00).

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Doctoral Programs, Doctoral Theses, Educational Background, Educational Needs, *Females, Individual Characteristics, Investigations, Professional Continuing Education, *Role Perception, *Student Personnel Services, *Universities, Womens Education

This study sought to define the future role of the highest ranking woman student personnel administrator in a college or university and to suggest an appropriate training program. Data on relevant historical factors, influential background and educational characteristics, potentially influential educational and societal concepts, and suitable characteristics and background were obtained from the literature and by interviews with acknowledged leaders in college student personnel administration. Findings indicated that the role of these administrators is shifting from basically custodial to primarily administrative and educational. The new role may involve some administrative responsibility in coordinating personnel services and working with students of both sexes, and interpretation of women's special educational needs to the students, faculty, and administration. The recommended doctoral program would be interdisciplinary, with course work in such areas as psychology, sociology, business, and personnel work, together with an internship. Further research on recruitment, motivation, and other topics was also urged. (author/ly)

ED 026 599

AC 003 581

Marciano-Blanco, Rafael

Training Interests, Importance Given to Training, and Other Related Factors in Adult Education in Public Agencies of Puerto Rico.

Indiana Univ., Bloomington.

Pub Date 65

Note—203p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-3122, MF \$3.00, Xerography \$9.25).

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Adult Education, Change Agents, *Community Agencies (Public), Credit Courses, Doctoral Theses, *Educational Interest, Noncredit Courses, Participation, *Professional Continuing Education, *Social Workers, Supervisors, *Training Objectives, University Extension

Identifiers—*Puerto Rico

The main purposes of this study were to identify a common core of training interests in professional adult education among practitioners in public agencies of Puerto Rico, and to determine how important certain professional areas were for the training of practitioners. Random samples consisting of 480 practitioners (change agents), and 54 supervisors, were taken from 24 selected agencies. Data were obtained from these, 28 official leaders from the central offices of the agencies, and government documents. Change agents

and supervisors had similar high training interest in all the topics under ten professional adult education areas. Two of the factors related to the high interest revealed in professional adult education areas were the high expectations placed on education by the Puerto Rican society, and the wide scope of the agencies' work with adults. Among the change agents and supervisors, 8.2% and 22% respectively reported participation in credit university courses in adult education, and among both groups 23% reported participation in non-credit adult education training. (author/nl)

ED 026 600 AC 003 641

Pader, William H.

Apprentice in Gray: Adult Education in the Confederacy.

Pub Date Feb 69

Note—26p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF \$0.25 HC \$1.40

Descriptors—Adult Basic Education, *Adult Education, Apprenticeships, General Education, *Historical Reviews, Military Training, Physicians, Religious Education, Research, *Southern States

An exploration was made of several types of adult education within the Confederate States of America during 1861-65, and of socioeconomic and cultural background factors. The following adult education activities were identified: apprenticeship training on farms and in factories; extension training of army physicians through discussion groups, lectures, and an information-reporting network; religious instruction of civilians through newspapers and special lecturers; and adult basic education for illiterates by means of tutorial and dyad relationships in the army and on the home front. Results of this study support the contention that adult education tends to develop in response to a social crisis or other urgent need. Suggested areas for further research include agricultural education, Protestant adult education, vocational training for the handicapped, and the covert adult basic education of slaves. (author/ly)

ED 026 601 AC 003 665

Akins, Billy Earl

The Effectiveness of Two Different Uses of an Auto-instructional Program to Teach the Use of the Air Force Fiscal Account Structure and Codes. North Texas State Univ., Denton.

Pub Date 67

Note—198p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-15,013, MF \$3.00, Xerography \$9.00).

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Accounting, Administrator Qualifications, Aptitude, *Autoinstructional Methods, *Demonstrations (Educational), Doctoral Theses, Intelligence, *Lecture, Post Testing, Pretests, *Programmed Instruction, Reading Ability, Research, Retention, Teaching Techniques, Time Factors (Learning)

The problem of the study was the effectiveness of three teaching techniques -- lecture-demonstration procedure supplemented with the programmed textbook, autoinstructional procedure using only the programmed textbook, and the conventional lecture-demonstration procedure. The control-experimental group method was used to collect the data from 110 regular Air Force male students who received a pre-test at the beginning of the course, a posttest at the end, and a retention test five weeks after the posttest. It was found that students taught with the lecture-demonstration procedure supplemented with the programmed textbook made a significantly higher mean gain score than students taught either with the autoinstructional or conventional lecture-demonstration procedure. Students taught solely with the autoinstructional procedure required significantly less time to complete the unit than students taught with the other two techniques. No significant differences were found among the retention loss scores of the three groups nor between the student's mean gain score and his reading ability, general intelligence, and educational level. (author/nl)

ED 026 602 AC 003 670

Fullerton, Leroy Robert

An Analysis of the Army Officer Student. George Washington Univ., Washington, D.C.

Pub Date 67

Note—155p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-15,930, MF \$3.00, Xerography \$7.20).

Document Not Available from EDRS.

Descriptors—Age Differences, *Career Planning, Doctoral Theses, Educational Background, Educational Interest, Employment Opportunities, Graduate Study, *Higher Education, Income, Individual Characteristics, Motivation, *Officer Personnel, *Retirement, Status, Surveys, Vocational Counseling

This study evaluated the advantages of formal higher education in establishing a second career for retired Army officers. Primary sources of data were Army officer students and recently retired officers. These were among the conclusions: (1) high response to the survey showed interest in, and career-related importance attached to, higher education; (2) 94% of students and 68% of retirees have baccalaureate degrees; (3) most students are seeking master's and doctoral degrees; (4) advancement in rank is correlated with educational attainment; (5) military schooling for students, based on rank and longevity, is very high; (6) academic education and professional education are closely interrelated; (7) reported incomes of retirees are high (over \$10,000 for the majority); (8) direct application, service friends, resumes, and contacts on the job were used by retirees to find positions; (9) counseling and guidance service is inadequate for both students and retirees; (10) there are ample opportunities within the Army for virtually every career officer to continue; (11) satisfaction, challenge, and prestige rank with financial considerations in the choice of new careers; (12) restrictions imposed by the Dual Compensation Act have a damaging effect. (author/ly)

ED 026 603 AC 003 671

Grell, Darrell Dean

An Evaluation of the Manpower Development and Training Program in the Lincoln, Nebraska Public Schools.

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date 67

Note—151p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-15,986, MF \$3.00, Xerography \$7.20).

Document Not Available from EDRS.

Descriptors—Clerical Occupations, Curriculum, Dental Assistants, Doctoral Theses, Employer Attitudes, Employment, Federal Programs, *Job Training, *Manpower Development, Participant Satisfaction, Practical Nursing, *Program Evaluation, Program Length, *Public School Adult Education

Identifiers—*Manpower Development and Training Act

This study evaluated the effectiveness of the Manpower Development and Training Program (MDTP) as conducted by the Vocational and Adult Education Department of the Lincoln, Nebraska Public Schools during its first three years of operation. The sample consisted of 389 MDTP students in the clerical, practical nursing, and dental assistant programs, and 123 employers of MDTP graduates. Findings included the following: (1) Manpower graduates become satisfactory employees; (2) the Lincoln, Nebraska programs have a higher percentage of employed graduates in training-related fields, and a larger percentage of satisfied employers, than reported in national studies; (3) graduates were satisfied with the courses offered and consider their training valuable in preparing for future employment; (4) respondents felt that program length was satisfactory and that the number of absences allowed was fair; (5) Lincoln Manpower students spend over seven hours a week in study outside the classroom; (6) employers named dependability as the outstanding trait of Lincoln Manpower graduates. (author/ly)

ED 026 604 AC 003 672

Jensen, Alvin Carl

Industrial Policies and Practices in the Employment of Retired Military Personnel. George Washington Univ., Washington, D.C.

Pub Date 67

Note—246p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-15,932, MF \$3.20, Xerography \$11.25).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Age Differences, *Business, Doctoral Theses, *Employment Opportunities, Experience, Fringe Benefits, Geographic Regions, *Industry, Job Applicants, *Military Personnel, Recruitment, Research, *Retirement, Salaries, Status

A study was made of the policies and practices of 750 of the largest United States corporations (500 industrial firms and 250 commercial banks, life insurance companies, merchandising firms, transportation companies, and utilities) in employing retired military personnel. The importance of age, education, and military experience was examined. Findings indicated the following: (1) industry lacks separate policies on employment of military retirees beginning second careers; (2) military rank played no significant role in the employment of military retirees employed since January 1, 1964; (3) industries surveyed did not actively recruit military retirees but would, for the most part, welcome applicants; (4) the majority of the sample and the largest number of job openings were in the middle Atlantic and north central states; (5) excessive starting salary sought was the reason most often given for not hiring retired military applicants; (6) college education was preferred for applicants for professional and managerial jobs and high school education, for the skills and trades; (7) retirement benefits were available to all employees with two to 15 years' service; (8) a need exists to translate military job and school experience into usable and needed civilian equivalents. (author/ly)

ED 026 605 AC 003 674

McNamara, John Harold

Role Learning for Police Recruits: Some Problems in the Process of Preparation for the Uncertainties of Police Work.

California Univ., Los Angeles.

Pub Date 67

Note—315p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-11,263, MF \$4.05, Xerography \$14.20).

Document Not Available from EDRS.

Descriptors—Attitudes, Doctoral Theses, Interpersonal Competence, Law Enforcement, Organizational Climate, *Police, Police Action, *Professional Training, *Program Evaluation, *Role Perception, Socioeconomic Background, Status, Student Characteristics, *Urban Areas

Identifiers—*New York City

The recruit training program of the New York City Police Department was studied to identify and clarify organizational and social psychological problems pertaining to the legality of police actions, prestige of police officers, interpersonal methods effective in police work, and organizational factors in the department. Data were obtained from participant observation, department records, role-playing exercises, the critical incident technique, and questionnaires given to recruits during training and one and two years after graduation. Many gains from formal training tended to disappear or be reversed in the field, where conditions are often at variance with training content. It was concluded that the "semi-military" model for the Police Academy and the department is inappropriate for many levels of duty, and that the use of negative sanctions and the attempt at an appearance of close supervision hinder development of self-directing, autonomous policemen. Contradictions between formal and informal organizations in the department were also a hindrance. Problems of police inactivity, organizational loyalty, and innovation were linked to problems in training. (author/ly)

ED 026 606 AC 003 675

Michaelsen, Leon Claude

A Study of Program Leadership Among Extension Specialists Directed Toward Learning What Factors Augment and Deter Leadership Expression.

Cornell Univ., Ithaca, N.Y.

Pub Date 67

Note—170p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-13,920, MF \$3.00, Xerography \$7.80).

Document Not Available from EDRS.

Descriptors—Age Differences, Consultants, Degrees (Titles), Doctoral Theses, *Extension Agents, Feedback, Interpersonal Relationship, Job Satisfaction, *Leadership, Motivation,

Research, Role Perception, *Rural Extension, *Specialists, Supervision

This study sought to identify factors which facilitate or deter leadership expression in rural extension specialists. Questionnaires were sent to specialists in ten states who devoted 50% or more of their time to extension work in production, management, and resource use, and to those working in marketing. Evaluations were secured from specialists' supervisors and from agents familiar with the specialists' work. Results included the following: (1) specialists aged 45-55 exercised more leadership than older or younger specialists; (2) those supervised by extension personnel exercised more leadership than those supervised by university department personnel; (3) specialists exercised greater leadership if they thought that such leadership was regarded favorably by administrators, felt their leadership would be accepted by others, and received either supportive or restrictive feedback from important others in their professional world; (4) despite the importance of leadership in most position descriptions, leadership tended to be deemphasized by tradition, operating procedures, and official attitudes. (author/ly)

ED 026 607 AC 003 677

Strehlow, Louis Harold
History of the Army General Educational Development Program; Origin, Significance, and Implications.

George Washington Univ., Washington, D.C.
Pub Date 67

Note—209p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor Michigan 48106 (Order No. 67-15,939, MF \$3.00, Xerography \$9.45).

Document Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Education Programs, *Armed Forces, College Curriculum, Correspondence Courses, Counseling, Doctoral Theses, High School Curriculum, *Historical Reviews, Language Instruction, Leisure Time, Literacy Education, Morale, *Program Development, Welfare Services
Identifiers—General Educational Development Program

The changing and expanding aspects of adult education in the armed forces from the years prior to World War I to 1967 are reported. Previous to, and during, World War I, civilian welfare groups provided recreation and entertainment for soldiers. The army began taking responsibility for soldier morale by establishing a Morale Division in 1941 and organized the United States Armed Forces Institute. Literacy training was conducted by the Adjutant General during World War II. The Army Education Program provided correspondence courses, leisure time activities, counseling, and foreign language training. The present GED program, established in 1956, conducts off duty educational programs (elementary through graduate level courses) under civilian educators. The present civilian educational level of Army personnel is the highest in the history of the army; the provision for educational opportunities for soldiers will undoubtedly be considered one of the outstanding adult education innovations of the century. (author/pt)

ED 026 608 AC 003 679

Warlum, Michael Frank
Factors Affecting Participation by Adults in Community Educational Activities Concerned with the Cultural Arts.

Wisconsin Univ., Madison.

Pub Date 67

Note—157p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-6844, MF \$3.00, Xerography \$7.20).

Document Not Available from EDRS.

Descriptors—Case Studies (Education), *Community Programs, *Cultural Activities, Doctoral Theses, *Ethnic Groups, Group Unity, Motivation, Participant Characteristics, *Participant Involvement, *Volunteers

The study seeks to determine and describe factors which are related to, and which may be responsible for, adult participation or lack of participation in a large-scale, community-wide, cultural arts project involving considerable volunteer effort. While serving as a participant observer, the researcher gathered data from sources directly related to a Finnish ethnic group festival. Project participants were ranked by a group of

judges according to the degree of their involvement. The names of forty-five participants to be interviewed were chosen from the judges' list. Fifteen were ranked as high participants, 15 as medium, and 15 as low. The data included news articles and correspondence prepared in connection with work on the project, a daily journal and monthly reports compiled during this time, interviews carried on with project participants and non participants, and respondent check sheets dealing with several variables hypothesized as affecting participation. With one exception, the null hypotheses tested failed to be rejected. The rejected hypothesis, dealing with nationality, showed a significant difference. People of the ethnic group emphasized by the festival showed greater aptness to participate than people who were not of this ethnic group. (author/nl)

ED 026 609 AC 003 748

Proceedings of the Naval Training Device Center and Industry Conference (2nd, november 28-30, 1967).

Naval Training Device Center, Orlando, Fla.

Report No.—NAVTRADEVCCEN-143

Pub Date Nov 67

Note—360p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-672-567, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Computer Assisted Instruction, Contracts, Cost Effectiveness, Electromechanical Aids, Flight Training, Human Engineering, *Industrial Training, Maintenance, *Military Training, Programmed Instruction, Safety, *Simulation, Statistical Data, Systems Development, *Technical Education, Time Factors (Learning), Training Techniques, Transfer of Training

This report consists of 40 conference papers actually presented, and four others submitted but not presented due to lack of time. It concentrates on the technical problems confronting organizations having a prime interest in simulation for training, and stresses the cooperation of the military educator and the technical community to achieve a product that satisfies the training mission, is cost effective, and is training time effective. Programed instruction, display systems, logistics, value engineering, human engineering, flight training, transfer of training, management planning, and contract negotiation are among the topics discussed. The document includes 260 tables and figures. (author/ly)

ED 026 610 AC 003 755

Day, H.I.

A Progress Report on the Development of a Test of Curiosity.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 10 Feb 69

Available from—22p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Adult Characteristics, Complexity Level, *Curiosity, Interests, *Personality Tests, *Research, Response Mode, Stimulus Behavior, *Test Construction, Test Validity

A test of curiosity is being constructed with a view to item-content appropriateness for a population of unselected adults. Curiosity may be defined as specific or diversive. It was felt that the two were not synonymous and there was a need to differentiate between them; the test of specific curiosity under construction aims to identify the individual who reacts with positive affect toward situations high in novelty and complexity and who tends to approach them with the purpose of exploring the stimulation, reducing uncertainty, and gaining information. The construction proceeded from a theoretical description of selected characteristics and expected behaviors. Specific curiosity was conceptualized as a three-faced cube; face 1 is the nature of stimulation (complexity, novelty, ambiguity); face 2 is the nature of the response (observation, questioning, thinking); and face 3 is interests (outdoors, mechanical, computation, scientific, persuasive, artistic, literary, musical, social service, and clerical). The first data collection has been analyzed; the questionnaire has been revised; and it is expected that this revised questionnaire will be available for validity and research studies within a very few months. (eb)

ED 026 611

AC 003 757

Scheier, Elaine

An Experimental Study Designed to Test the Relative Effectiveness of a Multi-Media Instructional System.

Pub Date 69

Note—8p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Adult Basic Education, Adult Dropouts, *Conventional Instruction, Disadvantaged Groups, *Functional Illiteracy, Individual Study, *Multimedia Instruction, Participant Characteristics, Reading Materials, *Reading Programs, Research

Identifiers—Adult Education Act of 1966, Brooklyn, *Learning 100

A study compared the effectiveness of Learning 100 (L-100), a multimedia, multimodal, multi-level communication skills system, with that of a more conventional reading program with functional illiterates in Bedford-Stuyvesant, a ghetto area in Brooklyn, New York. In January, 1968, under the Title III Adult Education Act of 1966, Adult Basic Education Program, an experimental group (49 students) and a control group (47 students) were established; teachers were licensed and all were receiving inservice training. Student attendance records, reasons for dropout, cycle growth and placement at completion of the program, and subjective evaluation by the teachers were collected. On the basis of the Metropolitan Achievement Test, a seven month grade equivalent difference in favor of the L-100 students was found. Teachers found the program successful in that it raised aspirational levels, was self-evaluative, maintained high interest, and was flexible; instructional materials, created especially for this population, were rated good to outstanding; however, suggestions were made for more instruction in such writing skills as personal and business letter writing. Materials used in the control group provided for individual work and progress but students found them not challenging enough. (pt)

ED 026 612

AC 003 813

Allyn, Nathaniel C.

Evaluating Adults for Further Study.

Pub Date 69

Note—4p.; Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969)

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Adult Students, *College Admission, Educational Background, *Equivalency Tests, General Education, *Higher Education, Units of Study (Subject Fields)

Identifiers—*College Level Examination Program
The College-Level Examination Program (CLEP) provides two types of examinations to evaluate the nontraditional educational background of adults wishing to pursue college level studies. Five multiple-choice tests (the General Examinations) are designed to assess general or liberal arts background as compared to two years of undergraduate education. The Subject Examinations are tied more closely to specific fields or subjects and include an optional essay portion. Both series are available through an institutional administration or one of 57 CLEP centers. Colleges are using the examinations for admission, placement, and other purposes. Nearly 400 colleges and many other institutions and agencies have indicated that they will award credit on the basis of CLEP testing. (ly)

ED 026 613

AC 003 815

Adams, Hobart Warren

In-Service Training and Development Programs for Accountants in Business and Industry.

Indiana Univ., Bloomington. Graduate School of Business.

Pub Date 67

Note—313p.; D.B.A. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-11,682, MF \$4.05, Xerography \$14.20).

Document Not Available from EDRS.

Descriptors—*Accounting, *Business, *College Curriculum, Doctoral Theses, Educational Objectives, *Industry, *Inservice Education, Instructional Staff, Management Development, Program Content, Program Evaluation, Qualifications, Selection, Student Evaluation, Surveys, Trainees

A survey was made of inservice training and development for accountants in 53 selected business firms varying in products, sales volume, and employees. Program philosophy and objectives, qualifications and selection of trainees and instructors, program content, instructional programs, and evaluation procedures were examined. Inservice programs, largely on the job and characterized by individual coaching and counseling, had as their major aim the development of managerial talent. Expected qualifications, in terms of personal traits and academic achievement, were high. Accounting majors were preferred. Evaluation of trainees, instructional personnel, and the overall program was relatively informal, with job performance as the chief criterion. Collegiate accounting education was more general because of varying student interests and abilities. Increasing emphasis on managerial accounting in colleges reflected the emphasis on management development in inservice programs. The major weaknesses of inservice programs lay in training philosophy and evaluative procedures. (author/ly)

ED 026 614

AC 003 816

Barton, William David, Jr.

Effects of the 1965 Revision of Undergraduate Standards of the American Association of Collegiate Schools of Business on Evening Colleges. Tennessee Univ., Knoxville.

Pub Date 67

Note—225p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-3727, MF \$3.00, Xerography \$10.15).

Document Not Available from EDRS.

Descriptors—*Academic Standards, *Accreditation (Institutions), Adult Students, *Business Education, Credit Courses, Doctoral Theses, Educational Finance, *Evening Colleges, Part Time Teachers, *Professional Associations, Professional Education, Program Planning, Teacher Qualifications

The purposes of this study were to determine the impact of the 1965 revised standards for the accreditation of undergraduate programs of the American Association of Collegiate Schools of Business (AACSB) upon evening college programs, and delineate implications for evening colleges. A brief questionnaire was used to examine the general effects of the standards upon evening colleges. The deans of five of the 26 institutions selected for in-depth study, were interviewed. Major findings showed that AACSB revised standards had little or no effect on evening programs of nine institutions; only two of the 26 institutions filed a flight plan with the executive committee of AACSB; 14 of the 16 made considerable use of regular full-time faculty in their evening programs prior to the revision of standards; four of the business deans at the case-study schools reported an institutional commitment to the accreditation of each of their professional programs; and four of the business deans felt that AACSB affiliation was vital to the development of their program. One of the implications was that evening colleges must find ways to meet standards without restriction of business programs for adults. (author/nl)

ED 026 615

AC 003 818

Douglas, Leonard Carl

Projection of Informal Educational Programs Through Forecasting.

Cornell Univ., Ithaca, N.Y.

Pub Date 66

Note—169p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-11,012, MF \$3.00, Xerography \$7.80).

Document Not Available from EDRS.

Descriptors—*Audiences, Doctoral Theses, *Educational Needs, Environmental Influences, Farmers, Investigations, *Population Trends, *Prediction, Program Planning, *Rural Extension, Socioeconomic Influences, Statistical Data Identifiers—*Cooperative Extension Service, New York State

The study defined and tested a model, based on pertinent Cooperative Extension Service literature, that was meant to project changes in present educational audiences well enough to predict educational needs, and would identify new audiences in the early stages and derive implications for the institution and its programs. Ninety-seven farm operators in Suffolk County, New York, were interviewed. Major findings included the following: (1) general population

trends were not good indicators of definite educational programs; (2) population changes in clientele groups gave data on which to base educational programs; (3) in some situations, the predicted elimination or reduction of a group posed the immediate problem of shifting resources to other clientele groups; (4) a related problem was continuation of educational activities of acceptable quality to a dwindling audience; (5) forecasts made in testing the model tended to underestimate the actual change rate, but they were close enough to permit program planning for a group of reasonable size. (author/ly)

ED 026 616

AC 003 820

Ford, James Harlan

A Critical Study of the Continuing Adult Student Body at the Oklahoma Center for Continuing Education in Programs of Liberal Education.

Oklahoma Univ., Norman.

Pub Date 66

Note—102p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-10,172, MF \$3.00, Xerography \$5.20).

Document Not Available from EDRS.

Descriptors—Age Differences, *Continuing Education Centers, Doctoral Theses, Educational Background, Females, *General Education, Investigations, Liberal Arts, Males, Occupations, *Participant Characteristics, Participation, Residential Patterns, *University Extension, *Vocational Education

Identifiers—*Oklahoma Center for Continuing Education

This study sought to identify the adult student body in liberal education at the Oklahoma Center for Continuing Education, to describe student characteristics and participation, and to learn if there is a participation relationship between liberal education programs and vocationally oriented programs at the Center. As determined from enrollment records, a majority of participants were middle-aged, managerial or professional personnel or housewives, above average in education, and residing in urban communities. When encouraged to do so, husbands and wives participated together. No common point of entry or sequential pattern of participation could be found. Extent of participation appeared related to persistence of programming. There was also some cross-program recruitment between the two types of programs. Moreover, the percentage of participation before and after middle age, and the extent of participation by clerical workers and rural dwellers, seems to warrant further research with these groups as potential audiences. (author/ly)

ED 026 617

AC 003 822

Kaufman, Charles Wesley

Educational Retraining Requirements of the Older Female Labor Pool Returnee.

Arizona Univ., Tucson.

Pub Date 67

Note—358p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-12,209, MF \$4.60, Xerography \$16.20).

Document Not Available from EDRS.

Descriptors—*Attitudes, Community Resources, Doctoral Theses, Educational Background, *Educational Needs, Educational Opportunities, Employer Attitudes, *Employment Opportunities, Facilities, *Females, Industry, Research, Socioeconomic Status, *Vocational Retraining

Identifiers—*Arizona

A study was made of factors in mature female curriculum planning in Tucson, Arizona, vocational institutions. The study included a community facilities inventory, employer needs and attitudes, needs and interests of women 35 and older, and determination of how well the needs of industry could be fulfilled by community assets and human resources. A questionnaire and interview survey of employer needs showed favorable attitudes toward employing mature females and provided a list of occupations available presently and five years hence. Results of a similar investigation of mature women's needs and attitudes included the following: (1) the majority were interested in returning to work; (2) type of occupation desired varied directly with community status; (3) monetary need was the prime motive at all levels, but at higher social levels

boredom was also an important factor; (4) higher social groups were already well trained and would need only retraining, while lower groups would need complete vocational training. Data on mature women were analyzed by a five-category socioeconomic scale. (author/ly)

ED 026 618

AC 003 829

Taylor, Ralph Chester

A Teacher Resource Allocation Decision Making Procedure for an Evening Instructional Program of a California Public Junior College.

California Univ., Los Angeles.

Pub Date 67

Note—129p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-11,708, MF \$3.00, Xerography \$6.20).

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Course Organization, Curriculum Planning, *Decision Making, Doctoral Theses, Enrollment, *Evening Programs, *Faculty, *Junior Colleges, Models, Research, *Resource Allocations, Scheduling, Statistical Data, Student Costs Identifiers—*California

A study was made of the specific cyclical sequence and detailed events needed to allocate available teacher resources to evening division courses at a California public junior college. Using data from interviews with participants and from other sources, a flow chart model was made of the allocation procedure. Sequential activities were described as a part of one of three major segments of the total process: determining foundation courses; assigning resources to such courses; and controlling course enrollment. Findings included the following: (1) foundation courses receive the teacher resources, and are generally the same as courses offered in the last similar semester; (2) foundation courses grow to serve community needs by adding specialized courses or new class sections; (3) average relative instructor cost per student (Spring 1966) was 20.66 mills after six low enrollment classes were cancelled; (4) at the end of the six-week enrollment period, 86% of total capacity was in use, effective cost averaged 24 mills, and departmental costs ranged from 17.75 to 45.87 mills per student hour for each dollar of instructor cost. (author/ly)

ED 026 619

24

AC 003 866

Brown, Don A. Newman, Anabel P.

A Literacy Program for Adult City Core Il-literates: An Investigation of Experiential Factors ...; The Development of an Instrument to Predict Success ...; and a Study of the Initial Teaching Alphabet ... Final Report.

Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Bureau No—BR-6-1136

Pub Date Oct 68

Grant—OEG-1-7-061136-0385

Note—199p.

EDRS Price MF-\$1.00 HC-\$10.05

Descriptors—*Illiterate Adults, *Initial Teaching Alphabet, Inner City, *Literacy Education, Participant Characteristics, Predictive Ability (Testing), Reading Instruction, *Reading Materials, Research, Socioeconomic Background, Teacher Education, *Tests

Identifiers—*New York State

This study involving 207 adult city-core illiterates from Buffalo and Niagara Falls, New York, reading below third grade level, examined (a) educational characteristics and abilities of adult illiterates important to the improvement of reading materials and programs; (b) a study of the use of i.t.a. with adult-centered materials paced to adult learning rates and providing training for teachers; and (c) identification of variables predictive of reading gain. Standardized tests and tests of potential which were used showed the subjects lacking a number of skills helpful to efficient and effective test taking. They usually had a low level of general information, as well as low skills level. Visual acuity was often inadequate. Gains by the experimental group were not significantly greater than those of the control group; however, the child-oriented standardized testing instruments were considered inadequate. A relatively higher level of communication in the background and reading oriented present family situations were the most valuable predictive variables. Recommendations are included concerning combination research programs, linguistic analy-

sis, recruitment, adult materials, teaching training, readability formula for adults, a materials study, methodology, and testing. (ly)

ED 026 620 AL 000 998

Beaver, Joseph C.
Transformational Grammar and the Teaching of Reading.

Pub Date 68

Note—11p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Single copy \$1.50).

Journal Cit—Research in the Teaching of English; v2 n2 Fall 1968

Document Not Available from EDRS.

Descriptors—Deep Structure, Linguistic Theory, *Oral Reading, Reading Failure, Reading Habits, *Reading Instruction, Reading Research, Surface Structure, *Transformation Generative Grammar

A knowledge of transformational grammar may shed considerable light on a wide variety of ready "lapses." A skillful teacher who understands the origin of these errors may deal with them more effectively than in the past. This thesis is based on the quite widely accepted hypothesis that the grammar of the language has rules which operate in a certain order to produce or account for the sequence of forms underlying English grammatical sentences. Assumed is some correspondence between the rules and whatever neurological processes go on as the speaker speaks, the hearer hears, or the oral reader performs something of both of these processes. Modern linguistic study has confirmed something in the two main approaches to reading—"phonics" and "look-say." Suggested here is the notion of a larger "look-think-reproduce" theory, in which the "look" is not at a word, but at a total linguistic structure, the "think" is a grammatical decoding of the symbols seen in the "look," and the "reproduce" is a speech act based on generative performance that the reader gives following that grammatical decoding. Presented in this paper are data from a preliminary study of reading errors which tend to confirm that the process of reading is not solely, or even primarily, a question of identifying words, or translating graphic symbols to phonetic instructions. Even at a very early grade level, the whole grammatical process is involved. (AMM)

ED 026 621 AL 001 271

Mackey, W. F.

Applied Linguistics: Its Meaning and Use.

Pub Date Jan 68

Note—11p.

Available from—Journal of English Teaching, Subscription Department, Oxford University Press K.K., P.O. Box 58, Hongo, Tokyo, Japan.
Journal Cit—Journal of English Teaching; v1 n3 Jan 1968

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Applied Linguistics, Contrastive Linguistics, Descriptive Linguistics, Interference (Language Learning), *Language Instruction, Language Teachers, Psycholinguistics, *Second Language Learning, Second Languages

The author discusses claims that linguistics can solve the problems of language teaching. Linguistics is either a theory of language or a description of a particular language, and both vary greatly from investigator to investigator, both as to scope and substance. Linguistic "analysis" is the business of the linguist but it is not essential to the learning of a language, and the units of analysis may not be the same as those needed for learning the language. The linguist's prediction of expected errors, based on contrastive analysis of native and target languages, is not as useful for teaching as the experience of teachers listing actual errors made. Most contrastive descriptions are so "incomplete as to be misleading." Linguistics can help the teacher to know more about the foreign language, which, in turn, can help his teaching of it. The author concludes: "Contemporary claims that applied linguistics can solve all the problems of language teaching are as unfounded as the claims that applied psychology can solve them. For the problems of language teaching are central neither to psychology nor linguistics." (MK)

ED 026 622 AL 001 390

Gruener, Charles R. And Others

A Quantitative Analysis of Selected Characteristics of Oral and Written Vocabularies.

Pub Date Jun 67

Note—7p.

Available from—Mark L. Knapp, Business Manager, University of Wisconsin, Milwaukee, Wisconsin 53211.

Journal Cit—Journal of Communication; v17 n2 June 1967

Document Not Available from EDRS.

Descriptors—College Students, English, Nominals, Oral Communication, Vocabulary, *Word Frequency, *Word Lists, Written Language

Identifiers—Type Token Ratios

The authors studied the vocabulary of speech and writing of 45 college students to develop a list of the 25 most frequent words and to compare this list with similar lists by earlier investigators. They used a type-token ratio to aid determination of the similarities and differences between spoken and written vocabularies. Nineteen of the 25 words appear on both the written and oral lists. "People" was the only noun on either of the two lists. A table shows vocabulary frequency for both oral and written language. There was significantly greater repetition and less diversity in the oral samples. A second table compares the authors' list with word lists developed by John Black and Marian Ausherman in 1955, Ernest Fossum in 1944, and Charles Voelker in 1942. (MK)

ED 026 623 AL 001 429

Rudnycky, J. B.

Formulas in Bilingualism and Biculturalism.

Pub Date Oct 67

Note—7p.; Paper delivered at the Ninth Annual Conference of the Linguistic Circle of Manitoba and North Dakota, Grand Forks, N.D., Oct. 9-30, 1965.

Available from—H. D. Wiebe, Editor of Proceedings, Linguistic Circle of Manitoba and North Dakota, University of Manitoba, Winnipeg, Canada.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Acculturation, *Bilingualism, *Cultural Interrelationships, Cultural Traits, Diglossia, English, French, German, Interdisciplinary Approach, *Multilingualism, Social Sciences

Identifiers—*Biculturalism, Canada, Glot-topolitics, Languages in Contact, Romansch, Switzerland

The author surveys the problems of bilingual and bicultural tensions in Canada, Cyprus, Switzerland, Italy, Asia, Africa, and the Americas. Classification of bilingualism is proposed to show: two official languages; semi-official and official languages; unofficial and official languages; official and national languages. Examples of national language patterns are given showing the number of official languages and types of unilingual, bilingual, and multilingual speakers. "Cultural accents" result from interference of conflicting cultural patterns, and bilingualism and biculturalism do not necessarily coincide. In examining the correlation between phonology, morphology, or syntax and biculturalism, linguists will need to work with the other social sciences. "Cultures in contact" is a more comprehensive term than "acculturation." Such cultures can be classified as "enclave," symbiotic, and "mixed." The author suggests a distinction between individual and community contacts, diachronic and synchronic approaches, and presents a formula, similar to a linguistic formula, for comparison of cultures in contact. (MK)

ED 026 624 AL 001 569

Addington, David W.

The Relationship of Selected Vocal Characteristics to Personality Perception.

Pub Date Nov 68

Note—12p.

Available from—The Speech Association of America, Statler Hilton Hotel, New York, New York 10001 (Single copies \$3.25).

Journal Cit—Speech Monographs; v35 n4 Nov 1968

Document Not Available from EDRS.

Descriptors—Attitudes, Paralinguistics, *Personality Assessment, Personality Tests, Sex Differences, Speech Evaluation, Speech Habits, Speech Tests, Stereotypes

Identifiers—*Vocal Qualities

Recorded voice samples elicit stereotyped personality judgments, generally consistent among listeners, but very seldom valid. The manner of stereotyping was investigated through analysis of the relationship of nine vocal characteristics

(breathy, thin, flat, nasal, tense, throaty, orotund, rate, pitch variety) to 40 personality characteristics (e.g., feminine-masculine, active-passive, honest-dishonest). Perceptions of male listeners did not differ significantly from those of female listeners. But some vocal qualities of male speakers were not given the same personality characteristics as the same vocal qualities in female speakers. Factor analysis of personality characteristics suggested that male personality is "perceived in terms of physical and emotional power," female personality "in terms of social facilities." Vocal manipulations significantly affected perception of each personality characteristic. The relationships between specific vocal characteristics of speakers and the ascribed personality characteristics are tabulated in detail. Further promising research is suggested by the author. (MK)

ED 026 625 AL 001 570

Thompson, J. Charles

Aspects of the Chinese Verb.

Pub Date 68

Note—7p.

Available from—Linguistics, Mouton & Company, P.O. Box 1132, The Hague, The Netherlands (\$4.00).

Journal Cit—Linguistics; v38 1968

Document Not Available from EDRS.

Descriptors—*Contrastive Linguistics, Interference (Language Learning), *Mandarin Chinese, *Structural Analysis, Thought Processes, *Time Perspective, *Verbs

Identifiers—Particles, *Tense Concept

It has long been realized that tense is not a feature of the Chinese verb system, which is controlled by a set of particles attached to the verb or to the sentence as a whole. The various usages involving these particles have been listed and described, the author points out, but the system as a whole has not been clearly defined. He suggests the possibility of formulating a concept of time, contrasted with the tense concept of the Indo-European languages, that "goes far to give a unified view of the temporal particles." To appreciate the uses of temporal particles in Chinese, one should think of time as a series of discontinuous units occurring in succession, "like separate beads coming one after the other on a string." The particles "le," "ne," "guoh," "ji," and one use of "de," as well as the sentence without a temporal marker are examined. This paper deals specifically with Mandarin Chinese. (AMM)

ED 026 626 24 AL 001 622

Felzen, Enid Anisfeld, Moshe

Semantic and Phonetic Relations in the False Recognition of Words by Third- and Sixth-Grade Children.

Bureau No—BR-5-0602

Pub Date [68]

Contract—OEC-1-6-050602-0431

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Age Differences, *Association (Psychological), Child Language, Distinctive Features, Psycholinguistics, *Recall (Psychological), Verbal Development, *Word Recognition

Forty third-graders and an equal number of sixth-graders listened to a list of words and for each word had to indicate, by saying "old" or "new," whether it had appeared before on the list or not. The subjects gave more erroneous "old" responses to words which were semantically or phonetically related to previously heard words than to control words. Furthermore, they took longer to respond correctly ("new") to the experimental words than to the controls. Experimental words which were highly associated to the preceding words did not produce more errors than words with little association to the preceding words. The semantic relations were relatively less effective in producing errors for the third-graders than for the sixth-graders. These findings are interpreted to favor the hypothesis advanced by Anisfeld and Knapp (ED 019 639) that false recognition results can be more adequately and directly explained by a logical analysis of the semantic and phonetic features common to words than by free association norms. The relatively lesser effectiveness of semantic relations in producing false recognition errors in the third-grade subjects than in the sixth-grade subjects suggests that at the younger age the semantic features for interrelating vocabulary items are not

yet as prominent as the more superficial phonetic features. (Author/JD)

ED 026 627 AL 001 638

Houston, Susan H.
A Sociolinguistic Consideration of the Black English of Children in Northern Florida.
Pub Date 29 Dec 68

Note—16p.; Paper delivered at the Annual Meeting of the Linguistic Society of America, New York City, December 29, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Deep Structure, *Dialect Studies, Economically Disadvantaged, English, Linguistic Competence, Linguistic Performance, *Negro Dialects, Nonstandard Dialects, Phonology, Rural Urban Differences, Social Dialects, *Sociolinguistics, Standard Spoken Usage, Syntax, *Tenl
Identifiers—*Black English, Florida

On the basis of a study of the language of 22 black children in a rural county of northern Florida, the author states that apart from geographical dialects, there are two "genera" of English: Black (BE) and White (WE). Within each of these genera there are two varieties: Educated and Uneducated. These are further defined by distinguishing features into "registers" which the author characterizes as "School" and "Nonschool", each of which may include more than one style. Most studies which have characterized Child BE as deficient have dealt only with the school registers. The nonschool register is characterized by longer utterances, more rapid speech, lower pitch, less stress, inventive and playful use of words, and greater variety of content. Lack of suitable instructional material adapted to the phonology of Child BE speakers has hampered teaching of reading. The author finds "that Black and White English differ principally in phonology. The base component of Child BE should not differ appreciably from that of Child WE." A probable phoneme inventory and a set of ordered rules are given with examples showing some possible relationships between Child BE and standard urban WE. (MK)

ED 026 628 AL 001 653

Macdonald, James B., Ed. Leeper, Robert R., Ed.

Language and Meaning.

Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 66

Note—120p.; Papers from ASCD Tenth Curriculum Research Institute, Miami Beach, Fla., Nov. 21-24, 1964, Detroit, Mich., March 20-23, 1965.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.75).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Applied Linguistics, Child Language, *Curriculum Development, *Educational Philosophy, Elementary Education, English, *Language, Language Proficiency, Motivation, Psycholinguistics, Secondary Education, Values

James Macdonald introduces six papers on various aspects of language and meaning in the development of educational curricula. Dwayne Huebner discusses traditional tasks and educational realities and points out value systems affecting curricula. He concludes that educators should free themselves from present methodologies and find new ways to relate education to life in the modern world. Philip Phenix emphasizes that both philosophy and education must be directly based on the various scholarly disciplines and that the logical analysis of language provides insight into the ways which human experience is understood. Eugene Gendlin urges more attention by educators to "felt meaning," and the development of thinking based on it, to enlarge student perception and application of constructs. Walter Loban discusses the multifaceted meanings of language and some of the problems of teaching effective language use. Mary J. M. Aschner distinguishes between "attached" and "addressed" meanings and their relationship to thinking, and relates these to classroom practice and teachers' preparations. Thomas J. Johnson discusses motivation and the application of motivational research to classroom activity. (MK)

ED 026 629

AL 001 671

Ohannessian, Sirarpi, Ed.

English for American Indians: A Newsletter of the Office of the Assistant Commissioner for Education, Bureau of Indian Affairs, United States Department of the Interior. Fall, 1968.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*American Indians, Annotated Bibliographies, *Bilingualism, Cultural Interrelationships, Elementary Education, *English (Second Language), Instructional Materials, Language Instruction, Language Programs, Pilot Projects, *Second Language Learning, Special Programs, Teaching Methods, Teaching Techniques, Textbook Evaluation
Identifiers—*BIA, Biculturalism, Bureau Of Indian Affairs

"English for American Indians" is a newsletter intended for teachers and other educators involved with teaching English in the educational system of the BIA (Bureau of Indian Affairs); it is also of interest to those involved in the general field of teaching English to speakers of other languages. This publication is part of the implementation of the recommendations of "The Study of the Problems of Teaching English to American Indians," July 1967, conducted by the Center for Applied Linguistics under the auspices of the BIA. (See related document ED 014 727.) The first article, "Beginning School in a Second Language," by Lois McIntosh, discusses some of the problems of the Indian child, who brings to his early school life his first six or seven years of experience and training in a different language and culture. "The Teacher's Bookshelf," by Carol J. Kreidler, presents—(1) an annotated selection of practical and readable texts which may provide a background in linguistics for the classroom teacher; (2) texts for classroom use on the elementary, secondary, and adult education level; and (3) examples of materials written specifically for particular Indian groups. The third, and final section, "Information Exchange," by Ruth E. Wineberg, describes developments in various BIA schools, BIA-sponsored projects, and relevant developments outside the BIA. (AMM)

ED 026 630

AL 001 675

Gething, Thomas W.

A Semantic Analysis of Modern Thai /Cay/.

Pub Date 30 Dec 68

Note—7p.; Paper read at Linguistic Society of America Annual Meeting, New York, December 30, 1968.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Diachronic Linguistics, Morphemes, *Semantics, *Thai
Identifiers—Comparative Method, Internal Reconstruction, *Polysemy, Tai

This paper discusses a problem in semantic analysis of modern standard Thai. The synchronically polysynthetic morpheme /cay/ has meanings approximately equivalent to English "heart, mind, spirit" and "breath." A purely descriptive approach to this form would require two separate dictionary entries for /cay/. An examination of the history of /cay/, however, sheds interesting light on the modern senses. The morpheme is described first using internal reconstruction and then the comparative method. The disparate results of these two diachronic approaches are weighed, a choice proposed, and a Proto-Tai source suggested for the modern reflexes. (Author/DO)

ED 026 631

AL 001 681

Steinberg, Danny D.

Analyticity and Features of Semantic Interaction.

Pub Date Jan 69

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Distinctive Features, Logic, *Semantics, *Structural Analysis
Identifiers—Ambiguity, Analyticity, Redundancy, Contradiction, *Semantic Categories, Semantic Features, Semantic Interaction

The findings reported in this paper are the result of an experiment to determine the empirical validity of such semantic concepts as analytic, synthetic, and contradictory. Twenty-eight university students were presented with 156 sentences

to assign to one of four semantic categories: (1) synthetic ("The dog is a poodle"), (2) analytic ("The tulip is a flower"), (3) contradictory ("The infant is an adult"), and (4) ambiguous or nonsensical ("The moon is a newspaper"). A word sort was administered to a different group of 15 subjects in order to determine in a relatively direct way the principle semantic features which underlie the 13 lexical items used in the experimental sentences. The word sort provided data which supports the contention that the dimensions of "animateness," "humanness," "sex," "marriage," and "engage" are ones which underlie the lexical items in question. The sentence results provided evidence which supports a distinction between the informative (synthetic), redundant (analytic), contradictory, and ambiguous semantic categories. The author proposes a criterion for each of these semantic types based on such notions as semantic features, a hierarchy of semantic features, and rules of semantic interaction. (DO)

ED 026 632

AL 001 716

Casey, Daniel J.

The Effectiveness of Two Methods of Teaching English as a Foreign Language in Some Finnish Secondary Schools.

University of Helsinki (Finland). Inst. of Education.

Report No.—RBull-24

Pub Date Nov 68

Note—40p.

Available from—Institute of Education Library, Helsinki University, Helsinki, Finland.

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Cognitive Processes, *Educational Testing, *English (Second Language), Linguistic Theory, Questionnaires, Secondary Schools, *Teaching Methods

Identifiers—*Finland

The purpose of the research reported in this paper -- (1) to describe in general terms the teaching of English as a foreign language in Finnish secondary schools, (2) to define method as it relates to language teaching and to develop an instrument to measure method as a quantitative value or a point on a continuum, and (3) to evaluate the effectiveness of English language instruction in specific skills by extremes in method. The two major theories of foreign language learning under consideration were the audiolingual habit theory and the cognitive code-learning theory. The research involved structuring a series of questionnaires (there were 339 university student respondents and 113 secondary English teacher respondents); developing an instrument to quantify method; and constructing an oral test battery (25 pairs of secondary pupils). Some of the results indicated (1) the students in general were "satisfied" with their preparation for university work in English, but less satisfied with teachers who used an excessive amount of translation; (2) there was general agreement among teachers on initial emphasis on aural skills, but disagreement concerning grammar. Some teachers seemed to be reluctant to relinquish elements of the "grammar-translation" method, in spite of their demonstrated preference for a direct approach. (AMM)

ED 026 633

AL 001 717

Heinberg, Paul

Script of Speech-Communication Evaluation Test.

Pub Date 69

Note—34p.

Available from—Speech Communication Center, University of Hawaii, Honolulu 96822.

Document Not Available from EDRS.

Descriptors—*English (Second Language), *Evaluation Techniques, Nonstandard Dialects, *Paralinguistics, *Speech Evaluation, *Speech Tests

This tape script comprises the "Speech-Communication Evaluation Test" given to speakers of non-standard English in the Speech Communication Center at the University of Hawaii. This test is administered to pairs of students and requires identifying sentences played on tape, or read by partners in turn. It includes communicating words and utterances in various ranges of intonation and style and such extralinguistic features as degree of intimacy, emotion, and interest. See related documents ED 020 523 and ED 020 524 (which have been revised) for descriptions of the speech-communication learning system used in the Speech Communication Center. (AMM)

ED 026 634 24 AL 001 719

Niyekawa-Howard, Agnes M.

A Psycholinguistic Study of the Whorlian Hypothesis Based on the Japanese Passive.

Hawaii Univ., Honolulu. Educational Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0910

Pub Date Mar 68

Contract—OEC-6-10-308

Note—7p.; Paper presented at the Thirteenth Annual National Conference on Linguistics, New York, March 10, 1968.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Cognitive Processes, Cultural Background, Cultural Differences, *Cultural Factors, English, German, Grammar, *Japanese, Japanese Americans, Language Role, *Perception, *Psycholinguistics, Responsibility, Role Perception, Syntax, Translation, Verbs

Identifiers—Adversative Passive, Passive, *Whorlian H:pothesis

In the translation part of this study, 22 Japanese short stories were translated into English by native speakers of English and 20 English short stories were translated into Japanese by Japanese. The passive passages in the Japanese version were classified into either adversative or non-adversative passive. (See related documents AL 001 564 and AL 001 565.) They were then compared with the corresponding passages in English to determine equivalence of translation. Distortion in translation was found to be in the direction of the translator's way of perceiving things in terms of his first language. The perception study compared the perception of Japanese with that of Americans by using stick figure cartoons depicting interpersonal conflict situations with negative outcomes. As hypothesized, Japanese were found to have a greater tendency than Americans to attribute responsibility to others. In order to separate the role of language from other crucial cultural factors in the perception of interpersonal events, 20 monolingual (English-speaking) Americans of Japanese ancestry and 90 Germans in Berlin were also tested. No significant differences were found between the Americans and Germans; but the English-speaking Japanese-Americans fell in between the Americans and the Japanese, closer to the Japanese. (DO)

ED 026 635 AL 001 722

Greek Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Dec 66

Note—2,943p.; 13 vols.

EDRS Price MF-\$10.75 HC-\$147.25

Descriptors—Audiolingual Methods, Cultural Context, Grammar, *Greek, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Military Training, Pattern Drills (Language), Reading Skills, Standard Spoken Usage, Translation, Vocabulary, Writing

Identifiers—Demotic, Katharevousa

This course in Modern Greek, consisting of 100 lesson units in 13 volumes, is one of the Defense Language Institute's Basic Course Series. The course is designed to train native English language speakers to Level 3 proficiency in comprehension, speaking, reading, and writing Modern Greek. (Level 5 is native-speaker proficiency.) Lesson units contain sections of basic sentence dialogs with translations, pattern drills, grammatical analyses of the structures presented in each unit, exercises, and vocabulary listings. All Greek material appears in Greek orthography. Volumes I-VII present the Demotic, spoken form of the language. Volume IX introduces Katharevousa, the literary, written form. (Oral drills in Demotic are continued throughout the course.) The cultural content of the material is aimed at orienting American military personnel to Greek cultural patterns. (AMM)

ED 026 636 AL 001 723

Fillmore, C.J. Lehiste, Ilse

Working Papers in Linguistics, No. 2.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-68-3

Pub Date Nov 68

Note—128p.

Available from—Clearinghouse, Department of Commerce, Springfield, Va. 22151 (PB-182-596, MF \$0.65, HC \$3.00). Prepayment requested.

Document Not Available from EDRS.

Descriptors—*Case (Grammar), *Componential Analysis, Deep Structure, English, *Estonian, Generative Grammar, Hindi, Japanese, *Lexicology, Semantics, Surface Structure, Syntax, *Verbs

Identifiers—Edward Herman Bendix, *Predicate Calculus

There are four articles in this report; the first three were written by Charles J. Fillmore: "Lexical Entries for Verbs," "Review of 'Componential Analysis of General Vocabulary—The Semantic Structure of a Set of Verbs in English, Hindi, and Japanese, Part II' by Edward Herman Bendix," and "Types of Lexical Information." These articles address themselves to questions about the form and information content of lexical entries. The fourth article is by Ilse Lehiste: "Being' and 'Having' in Estonian." It is a study of the purely syntactic ways in which Estonian structures translatable with "have" differ from, but are related to, structures translatable with "be." The theoretical framework used is that of case grammar. Also included in this report is a list of the contents of "Working Papers in Linguistics, No. 1." (JD)

ED 026 637 AL 001 724

Aronson, Ruth And Others

English for Speakers of Hebrew, Intermediate Level. A Series of Texts for the Teaching of English as a Foreign Language in Israel.

Tel Aviv Univ. (Israel). Dept. of English.

Pub Date 68

Note—760p.; 3 vols.

Available from—Mifal Hashichpul, Tel Aviv University, P.O.B. 17087, Tel Aviv, Israel.

Document Not Available from EDRS.

Descriptors—Contrastive Linguistics, *English (Second Language), Grammar, Hebrew, *Instructional Materials, Intermediate Grades, *Language Instruction, Pattern Drills (Language), Pronunciation, *Reading Materials, *Teaching Guides, Vocabulary, Word Study Skills

This preliminary edition of "English for Speakers of Hebrew" is the product of an experimental project conducted by the English Department of Tel Aviv University in cooperation with the Israel Ministry of Education and Culture and financed by the U.S. Office of Education (HEW) as a sub-project of the Planning Centre for the Teaching of English in Israel. The Intermediate Level series, intended for the fourth and fifth years of English language instruction, represents a revised version of experimental materials that were tried out in approximately 100 ninth and tenth grade classes throughout Israel from 1967 onwards. Currently available are "Stage One Language (Section 1)," 360pp.; "Stage One Reader," 242 pp.; and the accompanying "Teacher's Handbook Stage One," 158pp. Other volumes in the series are forthcoming. The material, linguistically oriented, is based on a contrastive analysis of Hebrew and English and provides a wide variety of exercises to develop audiolingual skills. (AMM)

ED 026 638 AL 001 732

Styles of Learning Among American Indians: An Outline for Research. Report and Recommendations of a Conference Held at Stanford University August 8-10, 1968.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Feb 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*American Indians, Bilingualism, Cultural Background, Cultural Differences, *Cultural Environment, Cultural Factors, *Culture Conflict, Educational Testing, Learning Characteristics, *Learning Theories, Low Achievement Factors, Remedial Programs, Student Characteristics

Identifiers—BIA, Bureau of Indian Affairs, Piute Indians

This outline for research constitutes the report and recommendations of a conference conducted by the Center for Applied Linguistics under contract with the Bureau of Indian Affairs of the U.S. Department of the Interior. Two conference papers are included. The first, By Courtney B.

Cazden and Vera P. John, "Learning in American Indian Children," discusses (1) results of Gesell development testing on Piute Indian children; (2) two different styles of learning (by looking, and through language); (3) conflicts in values; (4) patterns of socialization; and (5) learning styles, cultural values, and Indian education. The paper concludes with a 34-item reference list of relevant works. The second paper, "BIA-Sponsored Educational Research," by L. Madison Coombs, comments on the history of the BIA, and its past and ongoing research. The final section deals with recommendations for background studies, related research projects, direct studies and research, and pilot projects. The recommendations are based on three principal assumptions—(1) the relation between learning in Indian society and behavior in schools, (2) the lack of studies of learning in Indian societies, and (3) the relation between low achievement and both language difficulties and different approaches to learning. See related document ED 014 727—"The Study of the Problems of Teaching English to American Indians," by Sirapi Ohannessian. (AMM)

ED 026 639 AL 001 734

Nemser, William

Approximative Systems of Foreign Language Learners.

Pub Date 10 Mar 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Contrastive Linguistics, English, German, Hungarian, *Interference (Language Learning), Language Instruction, *Language Learning Levels, Linguistic Theory, Phonology, *Second Language Learning, Serbocroatian, Syntax

Identifiers—*Approximative Systems, Source Language, Target Language

Evidence suggests that the speech behavior of language learners may be structurally organized and that the contact situation should therefore be described not only by reference to the source (SL) and target (TL) languages of the learner, but also by reference to a learner system (AL). Investigation of such learner systems is crucial to the development of contrastive analysis theory and to its application to language teaching. However, these systems also merit investigation in their own right through their implications for general linguistic theory. Experimental and informal observation of the contrastive approach in its present form reveal serious limitations, in part because learner behavior cannot be exhaustively described without reference to the AL. Theoretical and practical considerations therefore converge to suggest the direct and systematic examination of such learner speech, viewed within the general framework of the current theory. Such investigation would (1) provide attested information, of immediate utility in teaching and course development, on patterns of learning behavior for the principal structures of the target languages; (2) permit further assessment of the current suppositions of contrastive analysis; and (3) make possible a preliminary description of AL, thus progressing toward a reformulated contrastive approach. (Author/DO)

ED 026 640 AL 001 735

Chao, Y.R.

Interlingual and Interdialectal Borrowings in Chinese.

Princeton Univ., N.J. Chinese Linguistics Project. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date [68]

Note—19p.; Preprint appearing in "Unicorn No. 2" and to be published in a festschrift honoring Professor Hattori Shiro.

Available from—Limited number of copies available from the Chinese Linguistics Project, Green Hall Annex, Princeton University, Princeton, N.J. 08540 (\$1.50 for handling).

Document Not Available from EDRS.

Descriptors—Cantonese, *Chinese, Chinese Culture, Diachronic Linguistics, *Dialect Studies, English, *Etymology, Mandarin—Chinese, Onomastics, Orthographic Symbols, Pronunciation, Semantics, Vocabulary

Identifiers—*Borrowing

The processes involved in "borrowing" words and structures between languages and among dialects are discussed and illustrated. Interlingual borrowings between Chinese and other languages

have taken place in several different ways. Sometimes the sounds of the foreign word are imitated using the sounds of the borrowing language ('-leidar' for 'radar' or 'chop suey' for the Cantonese 'dzapsoy'). Another common occurrence is that of translation borrowing or calque—the literal translation of foreign compounds or phrases into the native vocabulary ('jiwsei huey' meaning 'cocktail party'). Much more subtle are changes in meaning caused by the influence of foreign words with similar meanings. The adjective 'weimaw' used to mean 'delicate' in the sense of 'frail' or 'fine'; but because of the influence of English, it has come to be used to describe political and social situations as well. In another type of borrowing the structure of the borrowing language is changed by analogy with foreign forms, as illustrated by the current use of the Chinese sentence form as a nominal phrase construction ('The coup is in Vietnam' meaning 'coup in Vietnam'). Interdialectal borrowing of items is sometimes clearly noticeable but often hidden and "almost naturalized." As in borrowing between languages, there are a number of ways by which borrowing takes place. Examples are given in Cantonese, Mandarin, and other dialects. (JD)

ED 026 641 AL 001 736

Boltz, William G.
Bibliography of Chinese Materials on Tai Linguistics.

Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date [68]

Note—8p.; Preprint appearing in "Unicorn No. 2."

Available from—Limited number of copies available from the Chinese Linguistics Project, Green Hall Annex, Princeton University, Princeton, N.J. 08540 (\$1.50 for handling).

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Chinese, *Dialect Studies, Linguistics
Identifiers—*Tai

This bibliography is an effort to establish a convenient listing of works in Chinese which deal with any of the various aspects of Tai linguistics. There are 50 entries including cross-references. Some of the sources covered are: *Academia Sinica*, *Bulletin of the Institute of History and Philology*, *Institute of History and Philology*, *Yuen Yen-chiu* (Peking), and *Chung-kuo Yu-wen* (Peking). The Chinese names are romanized according to the traditional Wade-Giles system. (JD)

ED 026 642 AL 001 737

Chao, Yuen Ren
The Language Problems of Chinese Children in America.

Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date [69]

Note—10p.; Preprint appearing in "Unicorn No. 3"

Available from—Limited number of copies available from the Chinese Linguistics Project, Green Hall Annex, Princeton University, Princeton, N.J. 08540 (\$1.50 for handling).

Document Not Available from EDRS.

Descriptors—*Bilingualism, *Chinese, *Chinese Americans, Cultural Background, Dialects, *Family Environment, Language Skills, Language Usage, *Second Languages

The author encourages American parents of Chinese ancestry to use the Chinese language with their children whenever this is possible. It is a major opportunity for children to learn an important second language while they are young enough to do so naturally, without conscious effort. Although it is more difficult when parents are speakers of different dialects and cannot use Chinese to communicate with each other, it is possible for a child to learn to speak with one parent in Chinese and the other in English. The author has five suggestions for maintaining the Chinese language in the home: (1) Be sure that the habit of speaking only one language is fixed early enough so that children understand they must use only Chinese in order to communicate. (2) Expose the child to other Chinese speakers (children and other adults) so that the language is not associated exclusively with one group. (3) As much as possible, avoid mixing English words

or phrases into Chinese sentences. (4) Don't underestimate the value of local dialects. It is much better to learn Cantonese or Chungshan than to learn no Chinese at all. (5) The spoken language is more basic than the written language. Learning to speak is easier for children than learning characters and the actual use of the language makes it a living experience for them. (JD)

ED 026 643 AL 001 738

Kierman, Frank A. Barber, Elizabeth
Computers and Chinese Linguistics.
Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date [69]

Note—45p.; Preprint appearing in "Unicorn No. 3"

Available from—Limited number of copies available from the Chinese Linguistics Project, Green Hall Annex, Princeton Univ., Princeton, N.J. 08540 (\$1.50 for handling).

Document Not Available from EDRS.

Descriptors—*Chinese, *Computational Linguistics, *Computer Programs, *Computer Science, Graphemes, Input Output, Input Output Devices, Lexicology, Machine Translation, Optical Scanners, Statistical Studies
Identifiers—*Coding

This survey of the field of Chinese language computational linguistics was prepared as a background study for the Chinese Linguistics Project at Princeton. Since the authors' main purpose was "critical reconnaissance," quantitative emphasis is on systems with which they are most familiar. The complexity of the Chinese writing system has presented a great challenge to computational linguists. Surveys by the Chinese Linguistics Project show that enough aspects of the problem have been tackled and solved by various people so that computer analysis of Chinese texts may be considered feasible. In fact, it is being approached in varying ways at several places. This survey is organized into sections on: (1) Input (Form of Code, Mechanics of Coding); (2) In-Machine Manipulation (Phonological Analysis, Inventory and Statistics); (3) Output (Form and Purpose, Mechanics); (4) Notes on this survey; (5) Illustrations of Selected Computer-Used or -Generated Calligraphy; and (6) a Bibliography. More than 30 projects are discussed, ranging from very early attempts to deal with the problem (Standard Chinese Telegraph Code), to on-going research projects in the United States and abroad. (JD)

ED 026 644 AL 001 746

Brain, James L.
Basic Structure of Swahili.
Syracuse Univ., N.Y. Program of Eastern African Studies.

Pub Date 66

Note—151p.

Available from—Program of Eastern African Studies, 119 College Place, Syracuse, New York, N.Y. 13210 (\$2.50).

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Grammar, *Instructional Materials, Language Guides, *Language Instruction, Phonology, Reference Materials, *Swahili, Teaching Guides, Translation, Vocabulary

This text in basic Swahili structure was originally written in East Africa as a teacher's guide and student's reference and was used as a basis for a course taught largely orally (with the teacher using drills he had prepared himself). The author suggests that although it is not a "linguist's book," it should prove useful to those who are teaching Swahili in regular university courses, and who do not have the time available to conduct the type of course recommended by the Foreign Service Institute. Points of grammar are presented and explained in graded sequence with a minimum of technical terminology in the grammatical descriptions. English-to-Swahili translation exercises, based on most of the grammar points covered in the text, and an exercise key, appear at the back of the book. (AMM)

ED 026 645 AL 001 747

Kamshad, H.
A Modern Persian Prose Reader.

Pub Date 68

Note—248p.

Available from—Cambridge University Press, American Branch, 32 East 57th Street, New York, N.Y. 10022 (\$9.50).

Document Not Available from EDRS.

Descriptors—Culture, Glossaries, History, *Instructional Materials, *Language Instruction, Language Styles, Literature, *Persian, *Reading Materials

This volume of Persian language texts is designed to accompany the author's "Modern Persian Prose Literature" (Cambridge, 1966), and contains representative passages from the works of the more important Iranian writers of the last 100 years. The selections, from 26 different sources, are intended to familiarize the foreign student with both the main trends and the style of the writings of the period. Except for certain omissions and some minor additions to punctuation, the original texts have not been changed. Each group of extracts is prefaced by a brief account of the life and writings of the author, with emphasis on the works from which the passages are taken. References to related sections of texts are provided at the end of each extract. Biographical and cultural notes and a glossary conclude the volume. (AMM)

ED 026 646 AL 001 748

Crymes, Ruth
Some Systems of Substitution Correlations in Modern American English.

Pub Date 68

Note—187p.; Slightly revised version of author's doctoral dissertation (Columbia University, Teachers College, Dept. of Languages and Literature, 1965).

Available from—Mouton and Company, The Hague, P.O. Box 1132, The Netherlands (Janua Linguarum, Series Maior 23, \$9.97).

Document Not Available from EDRS.

Descriptors—Chinese, Contrastive Linguistics, *English, *Grammar, Indonesian, Japanese, Korean, Language Patterns, Linguistic Theory, *Syntax, Tagalog, *Tagmemic Analysis, Thai
Identifiers—Sector Analysis, *Substitution Correlates

Substitutes in English (such as "he," "she," "it," "one," "do so," "thus," "there," and "such") participate in an intricate network of systems. This study aims to identify those English substitutes which are words or word sequences and to describe their workings in some of the major substitution subsystems of the language. It defines a substitute as "a closed-list item which designates not a real-world referent but a member of a positioned class or subclass of constructions (or words) which it can, under conventional circumstances, replace." Using Robert L. Allen's sector analysis of English as a framework, the book characterizes substitutes as tagmemes. Chapters consist of the following: (1) Review of Other Studies, (2) Investigative Framework, (3) Substitution in the Predicative Hierarchy, (4) Substitution in the Nominal Hierarchy, (5) The Substitute Correlates of Modifier Strings, (6) A Comparison of Predicative Substitutes in English and in Selected Asian and Pacific Languages, and (7) A Summary. A bibliography and topic and author index conclude the volume. (AMM)

ED 026 647 AL 001 749

Keller, Joseph R.
Linguistic Theory and the Study of English; A Selective Outline.

Pub Date 68

Note—89p.

Available from—Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minn. 55415.

Document Not Available from EDRS.

Descriptors—Child Language, *Diachronic Linguistics, *English, Grammar, *Linguistics, *Linguistic Theory, Phonology, Standard Spoken Usage, Structural Grammar, Transformational Generative Grammar

This Outline is designed for students of the English language who have progressed beyond the introductory stage and are confronted by a variety of often conflicting texts. It is an attempt to provide a "comprehensive account of the fundamental coherence to be found among the major theories of linguistics" and an "appraisal of the cultural lags within linguistics." Focused upon are (1) the theory of sound change, (2) the theory of language as a structure, (3) the generative-transformational theory of grammar, (4) the formalist-structural theory of styles and the related problem of usage, (5) the Sapir-Whorf theory of linguistic relativity, and (6) the formalist theory of the hierarchical importance of poetics. Following each chapter are notes and suggested readings. (AMM)

ED 026 648

AL 001 750

Levenston, E.A.

"Only for Telling a Man He Was Wrong."

Pub Date Oct 68

Note—5p.

Available from—Subscription Department, Oxford University Press, Press Road, Neasden, London, NW10, England (Single issues 5s).

Journal Cit—English Language Teaching; v23 n1 Oct 1968

Document Not Available from EDRS.

Descriptors—*Contrastive Linguistics, Cultural Context, *Culture Conflict, *English (Second Language), *Hebrew, *Language Instruction, Questionnaires, Second Language Learning, Translation

Identifiers—*Biculturalism

Without a large measure of direct equivalence between structures in languages and the contexts in which they are used, language learning and teaching would be impossible. For, although English (as a foreign language) teachers urge their pupils to think in English, the lines along which they think are set for them in their mother tongue. Because of direct equivalences, we can get along without misunderstanding most of the time, but for any pair of languages, there will be situations where direct translation will mislead. Briefly described is some research designed to demonstrate these assumptions concerning different linguistic behavior in identical situations by speakers of English and Hebrew. One set of situations tested language behavior in requests. Results showed that Hebrew speakers use imperative structures far more frequently than English speakers. If the meaning of a grammatical structure is defined by stating the contexts in which it is used, the meaning of the imperative in Hebrew is clearly different from the meaning of the imperative in English. Another test involved an incorrect statement by Speaker A and the verbal reaction by Speaker B ("Are you sure?" vs. "You're wrong!"). When the Israeli, speaking English, says "You're wrong!" he is not being rude; he is simply mistranslating. One can only be polite or rude within the conventions of a particular society. These conventions, most of which are linguistic, must be learned along with the foreign language. (AMM)

ED 026 649

AL 001 751

Pickett, G.D.

A Comparison of Translation and Blank-Filling as Testing Techniques.

Pub Date Oct 68

Note—6p.

Available from—Subscription Department, Oxford University Press, Press Road, Neasden, London, NW10, England (Single issues 5s).

Journal Cit—English Language Teaching; v23 n1 Oct 1968

Document Not Available from EDRS.

Descriptors—*English (Second Language), *Language Tests, Objective Tests, *Testing, Test Reliability, *Translation

Identifiers—Blank Filling

The experiment described here was designed to find out which of two methods of testing—blank-filling and translation—gave the more accurate guide to linguistic ability. Two tests were devised to elicit identical correct answers using different means (blank-filling and translation). They were administered to two different classes of Guinean lycée pupils, who were not given notice, or told that the two tests were the "same." To offset the possibility of memory interference with the second test, given one week after the first, the translation was given to Class A first but to Class B second. The results of the tests were plotted on the same graph as the half-year results which had been established as standard for classroom work. From the graphs it was determined how far each pupil had deviated from his half-year standard in each test. The translation scores were roughly twice as near to the half-year scores as those of the blank-filling test. Blank-filling, the author contends, cuts down the risk of making mistakes because it aims to test only a very narrow slice of language. He suggests a more thorough exploration of the use of translation as a testing technique. (AMM)

ED 026 650

AL 001 752

Arapoff, Nancy

Controlled Rhetoric Frames.

Pub Date Oct 68

Note—10p.

Available from—Subscription Department, Oxford University Press, Press Road, Neasden, London, NW10, England (Single issues 5s).

Journal Cit—English Language Teaching; v23 n1 Oct 1968

Document Not Available from EDRS.

Descriptors—Advanced Students, Composition (Literary), *English (Second Language), *Language Instruction, Language Patterns, *Rhetoric, *Writing Skills

Identifiers—*Rhetoric Frames

Presented and discussed are samples of controlled rhetoric frames, similar in appearance to composition frames but dissimilar in that they require very few arbitrary choices. A few of the required choices are strictly grammatical ones, but a great number of boxes contain grammatically, stylistically, and semantically disparate words and phrases which must be carefully selected or rejected on the basis of how successfully they contribute to the coherence, variety, precision, unity, and emphasis of the essay. The frames are used differently than controlled composition frames in that the primary goal is not to wean the students away from the frames but rather to teach them as many ways as possible of dealing rhetorically with similar content. Frames can be presented several times, the students being required to change their thesis each time it is presented, and with it many parts of their essay. Because these frames, like composition frames, control the grammatical choices of the students, they afford an excellent opportunity for the instructor to emphasize rhetorical problems which are often obscured when students must struggle for correct grammar. The main principles of rhetoric may be taught very efficiently, it is suggested, preparing the students for more advanced work (essays, reports, research papers, and examinations) in English-speaking schools. (AMM)

ED 026 651

AL 001 753

Swahili 12 Weeks Course.

Defense Language Institute, Washington, D.C.

Pub Date Mar 63

Note—830p.; 5vols.

EDRS Price MF-\$3.25 HC-\$41.60

Descriptors—Audiolingual Methods, Cultural Context, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Military Training, Pattern Drills (Language), Pronunciation, *Swahili, Translation

This 12-weeks course in basic Swahili comprises 55 lesson units in five volumes. The general course format consists of (1) perception drills for comprehension, oral production, and association using "situational picture" illustrations; (2) dialogues in English and Swahili, with cartoon guides; (3) sequenced pattern and recombination drills, and (4) "situational application" of narratives based on the speakers. A brief introduction to Swahili—a lingua franca and one of the major languages of Africa—and a map of the distribution of African languages preface Volume I. (AMM)

ED 026 652

CG 001 709

Morrison, Gilbert C. Smith, Wiley R.

Emergencies in Child Psychiatry: A Definition and Comparison of Two Groups.

American Orthopsychiatric Association, New York, N.Y.

Pub Date 67

Note—23p.; Paper presented at the annual meeting of the American Orthopsychiatric Association, Washington, D.C., March 20-23, 1967.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Behavior Problems, *Emotionally Disturbed Children, *Emotional Problems, *Family Problems, Family Relationship, *Psychiatric Services, Referral, Social Class

The two groups of children and adolescents seen for emergency psychiatric treatment were studied in an attempt to determine what constitutes an emergency in child psychiatry, whose anxiety initiates consultation, what the precipitating factors are and how they can be predicted, and to ascertain who is crucial to the management of these problems. The first group was composed of 100 families, seen in a large community psychiatric clinic. The second was composed of 50 families, seen in private psychiatric practices. An emergency in child psychiatry is defined as that situation in which the significant adults around the child can no longer help him master his anxiety or provide ego support and controls. Notable differences between groups were found

in age and sex, social class, family intactness, and type of behavior considered grounds for consultation by the referring source. Treatment approaches are suggested which are based on early intervention, consideration of the child's susceptibility to separation from significant adults, and the mobilization of family and community resources. (BP)

ED 026 653

CG 002 126

Rosenberg, Marshall B.

Diagnostic Teaching.

Psychological Associates of St. Louis, Mo.

Pub Date 67

Note—125p.

Available from—Special Child Publications, 4535 Union Bay Place, N.E., Seattle, Washington.

Document Not Available from EDRS.

Descriptors—*Individual Differences, *Individual Instruction, Individual Needs, Learning Activities, *Learning Processes, Teaching Skills, *Teaching Styles, *Teaching Techniques

The author believes that when competent teachers are made aware of the individual differences that exist between children, they can, and will, individualize their approach to children. The intent of this book is to aid teachers in developing diagnostic-teaching skills in the service of this belief. Diagnostic teaching is seen as harmonizing the messages of the teacher and the demands made upon the child with the child's powers at the moment. The book describes individual differences which significantly affect the learner's effectiveness in a learning situation, outlines ways in which the teacher can assess these significant individual differences, and suggests ways in which the curriculum can be harmonized with these individual differences so as to maximize the learner's effectiveness. The chapters discuss learning styles (rigid-inhibited, undisciplined, acceptance-anxious, and creative) specific learning skills (attention, motor visual-receptive, auditory-receptive, conceptual, and automatic), the development of effective styles and skills, and teacher attitudes and beliefs. (BP)

ED 026 654

CG 002 319

Berben, Emily A.

A Survey of Attitudes of Elementary Educators Concerning Elementary Counseling.

Wisconsin State Univ., Oshkosh.

Pub Date Jun 68

Note—18p.; A seminar paper submitted in partial fulfillment of the requirements for the degree of Master of Science in Guidance, Wisconsin State University, Oshkosh.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Administrator Attitudes, *Educational Attitudes, *Elementary School Counseling, Elementary School Guidance, Organizational Climate, *Teacher Attitudes

This paper presents a survey of attitudes held by elementary educators concerning counseling in the elementary schools. A questionnaire was completed by 200 elementary educators in five Wisconsin cities. Participants ranged from special instructors, through kindergarten, primary, and intermediate grade teachers, and principals. Some 94% believed elementary counseling is needed, with more males feeling so than females, and more such feeling among newer educators than among career educators. No statistically significant differences were found between the views of subgroups, either in the belief that counseling is needed, or the extent to which such programs should be carried out. (BP)

ED 026 655

CG 002 486

Foreman, Milton E.

Self-Esteem, Defense Positive and Perceptual Accuracy in Vocational Choice.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 68

Note—8p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Career Planning, *College Students, *Occupational Aspiration, Occupational Guidance, Self Concept, *Self Esteem, *Self Evaluation, *Vocational Counseling, Vocational Development, Vocational Interests

Studies of self-esteem often fail to distinguish between success-based self-esteem and defensive, fantasy-based self-esteem. This study investigates the extent to which college students seeking vo-

cational counseling over- or under-estimate their measured needs and interests in areas of high, intermediate, and low vocational identity, when measures of self-esteem and defensive self-esteem are and are not controlled. Some 41 male college students served as the sample. Findings indicate that college students seeking vocational counseling are generally quite accurate in estimating their measured needs and interests, although they tend to over-estimate in areas of high vocational identity. Self-esteem and defensive self-esteem, as measured here, showed little, if any, independence in their relationships with difference between estimated and measured needs and interests. Differences in over-estimation occurred between measuring instruments. Discussion of discrepancies may prove valuable in the counseling process. (BP)

ED 026 656 CG 002 958

Whaley, Donald L. Surratt, Sharon L.
Attitudes of Science. A Program for a Student-Centered Seminar.

Western Michigan Univ., Kalamazoo.

Pub Date 67

Note—283p.

Available from—Wm. C. Brown Book Company, Dubuque, Iowa 52001.

Document Not Available from EDRS.

Descriptors—*College Students, Curriculum, Instructional Aids, *Scientific Attitudes, *Scientific Methodology, Scientific Principles, *Teaching Methods

It has been found that the primary difference between the superior and average undergraduate psychology student was not in the command of factual materials, but in familiarity with the philosophy of science. The better students were more able to separate science from non-science, and to critically evaluate materials presented to them. This book provides a large and diverse sample of subject material to which the student may apply the structural rules and attitudes of the scientific method. In the introductory material, four attitudes are stressed: (1) empiricism, (2) determinism, (3) parsimony, and (4) scientific manipulation. Each short sample is followed by a series of discussion cues relating each attitude to the text, and, after four samples representing a complete panel discussion, evaluation sheets are included. Summary evaluations are found periodically throughout the book. (BP)

ED 026 657 CG 002 963

A Comprehensive Report and Evaluation Survey of the Alternate Opportunity Conference.

ADAPT, A PACE Supplementary Educational Center, Visalia, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 14 Aug 68

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Anglo Americans, *Conferences, *Continuation Students, *Employment Interviews, *Job Application, Mexican Americans, Negro Students, *Occupational Information

The ADAPT Supplementary Educational Center is a Title III Elementary and Secondary Education Act PACE Center funded for the purpose of encouraging educational change and encouraging relevant activities in the educational programs in its service area. During 1967-68, one of the activities in the ADAPT application called for "four conferences for students." The "Alternate Opportunity" conferences were conducted for the purpose of demonstrating one method of helping to prepare continuation high school students for the world of work. The strategy adopted was to place students in direct contact with personnel recruiters from industry in a realistic job seeking setting. They would be informed about the alternatives open to them and, at the same time, be provided with experiences in seeking positions. Appended are: (a) an announcement brochure; (b) Alternate Opportunity Conference program planning; (c) an evaluation of the conference; (d) letters of support; (e) a roster of adult participants; and (f) the financial report. (Author)

ED 026 658 CG 003 022

Sweeney, Thomas J.
Selective Retention Practices in Secondary School Counselor Education.

South Carolina Univ., Columbia. School of Education.

Pub Date [68]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Counselor Evaluation, *Counselor Performance, *Counselor Qualifications, *Counselor Training, Faculty Advisors, Secondary School Counselors, Selection

In an effort to determine current practices in counselor education concerning secondary-school counselor selection, a survey was conducted in 1968, using a questionnaire focusing on three areas: (1) pre-admission selection, (2) selective retention during training, and (3) selective endorsement upon completion of the program. Questionnaires were sent to two counselor training programs in each state. Activities considered regular parts of pre-admission selection include: (1) interviews by 46% of the respondents, (2) tests of academic potential beyond graduate school requirements (34%), (3) personality inventories (12%), and (4) miscellaneous other procedures (40%). Some 72% reported specific points of evaluation during training, and certain self-development opportunities were available: (1) individual counseling (65%), (2) group counseling (78%), (3) both (26%), (4) neither (11%), and (5) other opportunities (17%). Generally, candidates were advised of these opportunities early. Some 81% responded that endorsing graduates was an important function. Over 50% indicated involvement in research to improve selection practices over the currently used tools and guidelines. (BP)

ED 026 659 CG 003 027

Gregory, Doris H.

The School Psychologist and the Elementary Counselor.

American Psychological Association, Washington, D.C.

Pub Date 1 Sep 68

Note—7p.; Speech presented at the Annual Convention of the American Psychological Association, San Francisco, California, August 30 through September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Counselor Functions, Counselor Qualifications, *Elementary School Counselors, *Guidance Personnel, *School Psychologists

Defining the role of the elementary counselor requires comparison with, and contrast to, the role of the school psychologist. In preparation, the psychologist receives training similar to that of the counselor, with additional work in learning theory, psychological testing, and, perhaps, psychotherapy and case analysis. In function, both study individual pupils, recommend special programs where appropriate, consult with teachers and administrators, and serve as liaison between school and community. Major differences are in the psychologist's depth of preparation, wider variety of diagnostic and therapeutic techniques, and, concomitantly, his presumed greater insight and knowledge. The counselor is more frequently school-based, and has more continuous contact with teachers and children than does the psychologist, who may serve an entire district. (BP)

ED 026 660 CG 003 028

Walker, C. E. And Others

Behavior Theory and Therapy. California Mental Health Research Symposium No. 2.

California State Dept. of Mental Hygiene, Sacramento. Bureau of Research.

Pub Date 68

Note—55p.

Available from—Single copies available on request from Alden B. Mills, Scientific Publications, California Department of Mental Hygiene, 1500 Fifth Street, Sacramento, California 95814.

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Behavior Problems, *Behavior Theories, *Emotionally Disturbed, Emotionally Disturbed Children, Learning Theories, Mental Illness, Neurosis, Operant Conditioning, Schizophrenia

Reproduced here are symposia papers dealing with behavior theory and therapy. Behavior therapy attempts to apply the findings of experimental psychology and the laboratory to the clinic. It takes the principles of learning and scientific psychology and makes them useful therapeutically. The two orientations in this area are operant and classical conditioning principles used as therapeutic techniques. The writers deal with: (1) the learning theory approach to the treatment of childhood schizophrenia; (2) illus-

trations and reflections on operant conditioning in behavior therapy for children; (3) some methods of behavior therapy for neurosis; and (4) guided imagining in reducing fear and avoidance behavior. Pertinent references appear at the end of each section. (EK)

ED 026 661 CG 003 037

Blum, Richard H.

Drugs and Personal Values.

National Association of Student Personnel Administration, Detroit, Mich.

Spons Agency—Food and Drug Administration (DHEW), Washington, D.C.

Pub Date Nov 66

Note—9p.; Speech presented at the National Association of Student Personnel Administrators Drug Education Conference, Washington, D.C. November 7-8, 1966.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Drug Abuse, Educational Problems, Health Education, *School Health Services, Socially Deviant Behavior, *Student Personnel Work, *Student Problems

Drug use and abuse have two major motivations: the medical or curative, and the religious or supplementary. The author discusses the expanding use of drugs for both purposes, suggesting a possible connection between increased medical use and confidence, and increased religious or pleasure use. He outlines many problems of definition and public relations encountered in studying student drug use. Student's attitudes differ widely, as do administrators', parents', and those of other influential persons. The solution lies in education and dialogue, communication both ways between those who would solve the drug use problem and those who do not see it as a problem. Information and facts on the significance and effects of exotic drug use should be available through student personnel services. Student personnel workers can aim at the development, by students, group norms and inner standards which sensibly guide their conduct. (BP)

ED 026 662 CG 003 077

Miller, Donald E.

Narcotic Drug and Marijuana Controls.

National Association of Student Personnel Administration, Detroit, Mich.

Spons Agency—Food and Drug Administration (DHEW), Washington, D.C.

Pub Date Nov 66

Note—12p.; Paper presented at the National Association of Student Personnel Administrators Drug Education Conference, Washington, D.C., November 7-8, 1966.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Drug Abuse, Drug Addiction, *Drug Legislation, Narcotics

As a background paper for the National Association of Student Personnel Administrators Drug Education Conference held in November, 1966, this paper focuses first on narcotic control in general, and second, on the reasons for insisting on marijuana control. Brief descriptions are given of the currently existing narcotics acts at federal and state levels. The author discusses psychological habituation to marijuana, as opposed to physical addiction. Marijuana's chemical properties are analyzed, and its psychological and physiological effects described. In speaking against lax treatment of marijuana, the author points to the low grade of the drug currently available due to strict policing, and contrasts effects of the mild drug with that of the more concentrated forms available where the drug is legal. He also discusses the relationship of marijuana to insanity, crime, and hard-drug addiction. (BP)

ED 026 663 CG 003 159

Closed-Circuit Television—A Tool for Guidance.

Wilmington Public Schools, Del.

Pub Date [68]

Note—18p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Closed Circuit Television, *Counseling Programs, Counselor Functions, *Educational Television, Group Tests, *Guidance Facilities, Guidance Services, Occupational Guidance, School Orientation, *Secondary School Counselors

Educational television (ETV) has been explored fairly widely as a tool in supplementary or large scale curriculum presentation, but relatively little work has been done using it as a guidance tool. This paper presents Delaware's Alfred I. du-

Pont School District's program using the district and state closed-circuit television network. The major contribution television can make to the counselor's efforts is to instruct and monitor the large-group testing and information giving functions. This frees the counselor for more individual and personal contacts. This district has found it very successful in pre-college, high school, and junior high orientation programs. Intercom systems allow two-way communication. Several scripts are described briefly, and an evaluation study discussed. High-school vocational guidance use of the Delaware ETV series "It's about Work" is presented in some detail. (BP)

ED 026 664 CG 003 375
Pledged Program. Title I Evaluation Forms 1967-68 School Year. Part I.

Florida State Dept. of Education, Tallahassee.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 15 Sep 68
Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Compensatory Education Programs, Cultural Enrichment, Culturally Disadvantaged, Disadvantaged Youth, Educationally Disadvantaged, Program Evaluation, Special Programs

This publication contains the evaluation forms sent by the Florida State Department of Education to school administrators, staffs of other agencies, similar staffs in other states, and parents of disadvantaged children served by Title I programs. Sample responses are given and results summarized. A section is included on in-patient treatment of disturbed children, followed by a section on non-public school participation. An experimental study is then presented comparing pre- and post-treatment scores on a number of standardized tests for children participating in Title I projects. For most measures, statistically significant differences were found in the desired direction. (BP)

ED 026 665 CG 003 380
Thomson, Ruth

Volunteers to Prevent Emotional Problems in Children. Summary Progress Report.
Counseling Service of Addison County, Inc., Middlebury, Vermont.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 31 Jan 68

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Behavior Problems, College Students, Elementary School Students, Mental Health Clinics, Mental Health Programs, Prevention, Student Volunteers, Underachievers

The Counseling Service of Addison County, a community mental health clinic, began in 1966 as a four-year project under a National Institutes of Mental Health grant to determine whether emotional problems could be prevented by the early assignment of college student volunteers (from Middlebury College) to underachievers in the early grades of elementary school. This progress report covers the second year. Records, report card grades, and achievement test scores were reviewed. The California Test of Personality, the Goodenough-Harris Drawing Tests, and the Bender Visual Motor Gestalt Test were administered, and a behavior-rating scale was completed by the teachers. Although the data is not yet statistically significant, observations by teachers and parents were favorable. It appears that the volunteer college student is generally more stable than the average student. While all data is tentative and too early for definite conclusions, the project has continued to progress in its second phase according to the original plans. (KP)

ED 026 666 CG 003 381

Murton, Bonnie J.
Student Mobility in Selected Minneapolis Public Schools. Report No. 2.

Youth Development Project of the Community Health and Welfare Council of Hennepin County, Inc., Minneapolis, Minn.

Spons Agency—Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Pub Date Apr 66

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Delinquency Causes, Delinquency Prevention, Disadvantaged Schools, Educational Experience, Elementary School Students, Grade 6, Socioeconomic Influences, Special Programs, Student Mobility

This report, the second part of a three-phase study on student mobility, operating under local funds and a government grant, was undertaken to obtain information on some of the educational and social factors associated with high and low student mobility. All sixth-grade children from low-income families in Minneapolis inner-city schools were compared with children from families of better than average incomes living in the outlying areas of the city. Using Minneapolis test norms as a point of reference, inner-city youth show up much less favorably than do comparison youth, in areas of school achievement, absenteeism, teacher ratings, delinquency, and home environment. High-mobility youth in both test groups do less well than low-mobility youth, but high mobility youth in the inner-city group show the greatest number of deficiencies of all groups. The results of this report suggest the hypothesis that extensive mobility has less effect on children among families with above average incomes than it does on the poor. Comparison tables are included. (CJ)

ED 026 667 CG 003 394

Stricker, Lawrence J. Jackson, Douglas N.
Dimensionality of Social Influence.

American Psychological Association, Washington, D.C.

Pub Date Sep 68

Note—11p. Paper presented at the American Psychological Association Convention, San Francisco, California, August 30 through September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Conformity, Factor Analysis, Factor Structure, Group Dynamics, Group Norms, Peer Groups, Research Design

The research reported in this study explores two problematic avenues of conformity research: (1) the widely assumed generality of diverse measures of group pressure, and (2) the dimensionality of conformity, anticonformity, and independence. These two conformity situations, present and nonpresent norm groups, used two tasks (an objective counting of metronome clicks and a subjective agreement to attitude items) to yield a four-group study of these problems with 190 high-school age subjects. Comparison of pre-pressure and under-pressure responses in the four procedures gave scores of conformity (moving toward consensus), anticonformity (moving away from consensus), and independence (no change). Suspicious and unsuspicious subjects were analyzed separately by a 12 by 12 factor analysis. Some five factors were identified for unsuspicious subjects, and three for suspicious subjects. For the unsuspicious, any procedural variation produced a difference, while for the suspicious, only variation in social situation produced a difference. Conformity and independence appeared to represent a bipolar dimension, with anticonformity distinct from both. (BP)

ED 026 668 CG 003 467

Clarke, H. H.

Contributions and Implications of the Medford, Oregon, Boys' Growth Study.

Oregon Univ., Eugene.

Pub Date 20 Apr 68

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Child Development, Elementary School Students, Growth Patterns, Longitudinal Studies, Males, Maturation, Physical Fitness, Psychomotor Skills, Secondary School Students, Testing

The overall and long-range purposes of the Medford Boys' Growth Study are: (1) to construct physical and motor growth curves and growth acceleration curves of boys seven to 18 years old; (2) to relate these traits to physiological maturity, physique type, nutritional status, socio-personal adjustment, interests, and scholastic aptitude and achievement; (3) to trace, longitudinally, the development of all traits mentioned above for boys who become athletes, honor-roll students, and school and organizational leaders; (4) to contrast all these traits for boys who make and do not make interscholastic athletic teams, those who score high and low on strength tests and batteries, agility and running speed, reaction time, and muscular power; and

(5) as concomitant studies, to revise and construct strength and other tests for boys of all ages, and to determine inter-relationships of various traits at various ages. The project permits three types of growth analyses (cross-sectional, longitudinal, and convergence), listed in eight categories: (1) maturity factors, (2) physique type, (3) body size measures, (4) strength elements and batteries, (5) motor tests, (6) scholastic aptitude and achievement, (7) psychosocial adjustment, and (8) interests. Results, individual differences, and conclusions are discussed in detail for each of the specific test items. (BP)

ED 026 669 CG 003 539

Jessor, Richard And Others

Expectations of Need Satisfaction and Drinking Patterns of College Students.

Colorado Univ., Boulder. Inst. of Behavioral Science.

Pub Date Mar 68

Note—18p.

Available from—Rutgers University Center of Alcohol Studies, New Brunswick, New Jersey.

Journal Cit—Quarterly Journal of Studies on Alcohol; v29 n1 p101-116 Mar 1968.

Document Not Available from EDRS.

Descriptors—Achievement Need, Affection, Alcoholism, Goal Orientation, Individual Differences, Personal Values, Psychological Characteristics, Psychological Needs

When experience shows that certain behavior has a low expectation of leading to valued goals, alternative behavior, which has a greater expectation of leading to these goals, or of coping with failure to attain them, will be adopted. This principle serves as the basis for the central hypothesis in this study: that as two goals (academic achievement and social affection) are unmet, greater recourse to one learned alternative behavior, drinking alcoholic beverages, will result. These four groups of college students were compared: (1) high expectation of success in both achievement and affection, (2) high achievement-low affection, (3) low achievement-high affection, and (4) low achievement-low affection. The latter group, as predicted, scored highest drinking behaviors. Results were more clearly defined for women than for men. A second study related attainment of these needs to psychophysiological and personality effects functions of drinking. Results support the inference that alcohol use may be a learned behavior for attaining otherwise unattainable goals or for coping with the failure to attain valued goals. (BP)

ED 026 670 CG 003 552

Bach, Audrey

Pupil Discovery Training. The Application of Filial Therapy to the Teacher-Student Relationship.

Sayreville Public Schools, New Jersey.

Pub Date [68]

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Counseling Services, Counseling Theories, Elementary School Counseling, Emotionally Disturbed, Inservice Education, Parent Participation, Play Therapy, Teacher Participation, Therapeutic Environment

Filial therapy is the process of training parents in the ideas and techniques of play therapy, so that they can continue therapy at home. Extending the same idea to the school would reach less severely disturbed children who might not otherwise receive therapy, and would expand the therapeutic community to reach many more children. Teachers, as therapists, would work preventatively, feel better equipped to discuss problems with parents, and probably benefit in overall classroom technique from the training. The 11 teachers from the Jesse Selover Elementary School in Sayreville, New Jersey, were trained in filial therapy techniques and worked with withdrawn pupils from their own classes, grades kindergarten through five. Each teacher met with the experimental pupils 45 minutes once a week for 17 weeks, and met once a week in group discussion. Significant differences were found between experimental and control groups, the experimental reaching regular classroom average in social behavior. (BP)

ED 026 671 CG 003 554

Pedersen, E. Barrados, M.

Social Class, Role Models, Significant Others, and the Level of Educational Aspiration.

Canadian Council for Research in Education, Ottawa (Ontario).

Pub Date Jun 68

Note—14p.; Paper presented at the Sixth Canadian Conference on Educational Research, Ste Foy, Quebec, June 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Academic Aspiration, *Achievement Need, *Identification (Psychological), Motivation, Parental Aspiration, Role Perception, Self Actualization, *Self Concept, *Socioeconomic Status

The low level of achievement motivation in lower-class adolescents and the higher incidence of dropouts are seen to be related not only to economic impoverishment, but to a lack of achievement-oriented role models among significant others frequently encountered by such children. The sample was composed of 10th grade boys with IQ scores from 105-112. A questionnaire gathered data. In general, the hypothesized relationships are observed in the data, but statistically significant support is given the two following hypotheses: (1) lower-class boys with a high level of educational aspiration are less likely than middle class boys with high aspirations to select family members as role models, and (2) lower class boys with a low level of educational aspiration are more likely than similarly disposed middle-class boys to see family members as role models. (BP)

ED 026 672

CG 003 555

Dyer, G. W.

Some Aspects of Teacher Behavior.

Canadian Council for Research in Education, Ottawa (Ontario).

Pub Date Jun 68

Note—15p.; Paper presented at the Sixth Canadian Conference on Educational Research, Ste Foy, Quebec, June 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Conceptual Schemes, *Information Theory, *Interaction Process Analysis, Interpersonal Relationship, *Learning Processes, Student Role, *Systems Analysis, Teacher Role, *Teaching, Teaching Models

Because of the need to explore the dimensions of the teaching-learning process, this paper presents a systems' conceptualization of this process, describes an instrument for measuring the major classes of teacher-pupil influence behavior, and discusses data collected with the instrument. Teaching is viewed as human interaction within a series of inter-relationships (or system) among persons. A model using only those significantly relevant relationships is selected as the focus of any particular investigation. The foci of the present study are: (1) subject matter instruction, (2) control, (3) routine-administration, and (4) organization. Behaviors observed in teaching interaction fall into one of those categories as well as one of four functions: (1) exposure to information, (2) precipitation of a response or action, (3) evaluation of a subject matter response or a classroom management move (feedback), or (4) recognition of an idea or affective feeling. Interactions are coded in a three-stage sequence: (1) stimulus demand upon the teacher, (2) response, or lack of it, by the teacher, and (3) pupil response to the teacher's move. (BP)

ED 026 673

CG 003 556

Doy, H. I. Langevin, R.

Two Necessary Conditions for Creativity.

Ontario Inst. for Studies in Education, Toronto.

Pub Date [68]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Creativity, Creativity Research, *Curiosity, Individual Characteristics, *Intelligence, *Personality Studies

It is proposed that both curiosity and intelligence are necessary but not sufficient conditions for creative production. Research literature is discussed concerning curiosity as a motivational construct (a state of arousal), and as a personality trait, supporting the notion that curiosity is necessary to creativity. Research relating intelligence and creativity is then discussed, coming to the general consensus that creative individuals must have at least minimal ability to deal inventively with symbol systems and to conceptualize the environment. The authors find that both traits correlate significantly with high scores in a test of creativity. Some 75 nursing students were asked

to complete intelligence and curiosity tests as well as the Remote Association Test and a test which required production of humorous captions for a number of Thematic Apperception Test cards. Results generally supported the hypothesis. (BP)

ED 026 674

CG 003 557

Whiteley, John M.

Counselor Education: A Critical Review of the Literature, 1965-1968.

Washington Univ., Seattle.

Pub Date [68]

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Counselor Certification, *Counselor Educators, Counselor Evaluation, Counselor Role, *Counselor Training, Ethical Values, *Literature Reviews, Professional Recognition, *Research Reviews (Publications), Subprofessionals, Supervisory Methods

Counselor education emerged from the period 1965-1968 with a more professional status. As with any developing professions, however, some areas have advanced faster than others. For example, areas such as the evaluation of counselor education programs, problems of professional ethics, and the counseling of children with special problems received proportionally little attention. Other areas, such as standards, content of counselor education programs, use of subprofessional support personnel, and problems in selection and role, received considerable attention. The organization of this paper, presenting a critical review of literature from January 1965, through September 1968, is as follows: (1) selection and role of the counselor, (2) content of counselor education programs, (3) approaches to supervision, (4) evaluating effects of counselor education, (5) standards and accrediting, and (6) special issues, including use of subprofessional support personnel, and ethical concerns. (Author)

ED 026 675

CG 003 558

Whitfield, Edwin A. Glaeser, George A.

Project View. History and Development.

San Diego County Dept. of Education, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Career Planning, *Guidance Services, Occupational Choice, *Occupational Guidance, *Occupational Information, *Program Development

The Regional Center for the Collection, Synthesis, and Dissemination of Career Information for Schools in San Diego County was established as a pilot project (VIEW) in 1965. Participating institutions included the county department of education, colleges located in the county, and the California State Department of Employment. The present paper gives a history of VIEW through its pilot, developmental, and demonstration phases. Evaluation procedures and results involving students and counselors are presented. A junior college follow-up study and summer training workshop are discussed, with evaluations of these project components also included. A discussion of limitations and an outline of 1968-69 operations follow. (BP)

ED 026 676

CG 003 559

Continuation Education.

Fremont Unified School District, Calif.

Pub Date 68

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Adult Education, *Continuation Education, Continuation High Schools, Continuation Students, Continuing Education Centers, Curriculum Development, *Curriculum Guides, *Program Planning

The Fremont, California Unified School District organized a continuing education program through a workshop held in the summer of 1968. This paper presents the results of that workshop. Following a statement of philosophy, an outline of the characteristics of the continuation student, and an outline of the functions of the program, an overview of the curriculum is given. A statement of guidance coordination follows. Curriculum course outlines in four areas are presented: (1) English-social studies, (2) vocational education, (3) math, state requirements, science, and (4) fine arts. Summaries of proposed evaluation

procedures and orientation programs follow. A bibliography and list of resources are included. (BP)

ED 026 677

CG 003 561

Newton, Glen E.

A Report of the Elementary School Guidance Project—Centennial and Irving Schools, Bloomington.

Bloomington Public Schools, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 66

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Counseling Goals, Counselor Evaluation, *Counselor Role, *Elementary School Counseling, *Elementary School Guidance, Guidance Services, Parent School Relationship, *Program Development

The Bloomington, Illinois public schools recognized the need for a developmental and continuous guidance program from grades kindergarten through 12. During 1965-66, an elementary school guidance pilot project was initiated in two schools. This report provides information about the implementation of the program and role and functions of the counselor working with the children, parents, and teachers. An evaluation of the year's program is made by the counselor with the assistance of pupils, teachers, and principals in both schools, and the program is seen to have been moderately to very successful in meeting its various objectives. Recommendations are also made relative to future program development. (BP)

ED 026 678

CG 003 562

Lloyd, Helene M. Wrightstone, J. W.

Family Living, Including Sex Education. Final Report.

New York City Board of Education, Brooklyn, N.Y.

Spons Agency—New York State Education Dept., Albany, Div. of Research.

Pub Date 1 Aug 68

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.55

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Family Life Education, Family Relationship, Parent Child Relationship, *Sex Education, Teacher Education

In order to meet new educational needs, the New York City school system has begun the development of a new curriculum in family living, including sex education. It is designed to help each child be a good family member, understand related attitudes, ideals, and standards, and understand the physical changes he experiences. In 1967-68, 31,000 pupils from pre-kindergarten to grade 12 were included in the program. This paper outlines the training program for teachers and administrators, but says little of the curriculum organization itself. The bulk of the paper consists of an extensive evaluation of the program by students, teachers, and administrators. Opinions were generally favorable, but instances of lack of support and unfavorable attitudes are noted. Significant attitudinal differences were found among pupils of differing ages and sexes. Generally, the program was integrated into the regular curriculum and, to some extent, seemed to effect changes in classroom behavior. Recommendations focus on expansion of training, available resource materials, and the assessment of pupil attitudes and knowledge in the related areas. (BP)

ED 026 679

CG 003 563

Boderick, Carlfred And Others

Sex Education. Kaleidoscope.

SCOPE, Stony Brook, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Note—43p.

Available from—Director of Educational Communication, SCOPE-Suffolk Educational Center, Stony Brook, New York 11790 (\$2.00).

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Curriculum Development, Personal Growth, *Personality Development, Personal Values, School Community Relationship, *School Responsibility, School Role, *Sex Education, Social Development, *Social Relations

This publication attempts to keep a portion of the educational community in touch with current topics and trends. The present focus is on sex education, a topic of growing concern in educational circles. The texts of three addresses are presented, with audience questions and speaker responses. Dr. Carlfred Broderick gives an overview of sex education: the role sex education plays in children's development; the meaning and implications for understanding emotions, social roles, and skills; and sex education's definition within the sphere of education. Dr. Ernest Van Den Haag asks if sex education in the schools is the solution, and gives many reasons why this is not an ultimate answer. Dr. Esther Schulz presents some practical aspects of introducing sex education into school programs, and sex education's relationships to community and student attitudes and conventional curriculum. This publication was transcribed, published and disseminated through funds from a Title III Elementary and Secondary Education Act grant. (BP)

ED 026 680 CG 003 564
Results of Pilot Activities in the Guidance Assistant Project.
 Deerfield Public Schools, Ill. District Number 109.

Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date 1 Jul 68
 Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Elementary School Guidance, *Guidance Personnel, Inservice Education, *Paraprofessional School Personnel, Pilot Projects, Professional Training, Student Personnel Work

This is a preliminary progress report of a pilot program training paraprofessionals, or semi-untrained persons, as guidance assistants in the elementary schools in Deerfield, Illinois. Primary responsibility for training these assistants fell to the school psychologist, social worker, and counselors. Trainees were characterized by having a bachelor's degree and possessing certain traits: (1) persistence, (2) tolerance for ambiguity, (3) willingness to take risks, and (4) sufficient ego strength. Training centered on (1) the school system, (2) guidance services, (3) local agencies, (4) tests and measurements, and (5) child development. The role of the guidance assistants in the school was a question of much concern to school personnel and assistants alike. They were involved in (1) testing, (2) observation and data gathering, (3) serving as resource persons, and (4) working directly with children. Results of the initial program were mixed, and recommendations are made for improvements. (BP)

ED 026 681 CG 003 565

Purkey, William W.
The Self and Academic Achievement.
 Florida Educational Research and Development Council, Gainesville.

Pub Date 67
 Note—39p.
 Available from—J. B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601, Research Bulletin v3 n1 Spr 1967 (\$1.00).

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Academic Achievement, Academic Failure, *Gifted, Individual Development, Personality Development, *Self Actualization, *Self Concept, Self Esteem, Self Evaluation, Student Teacher Relationship, *Underachievers
 It is becoming clear that the difficulties which people experience in most areas of life are closely connected with the ways in which they see themselves and the world in which they live. There is considerable evidence that student failures in the basic school subjects, as well as misdirected motivation and lack of commitment (characteristic of the underachiever, the dropout, the culturally disadvantaged, and the failure), are, in large measure, the consequence of faulty perceptions of the self and the world. The self is defined here as all the beliefs, attitudes, and opinions which an individual holds about himself. This paper reviews literature (1) relating the self to academic achievement, (2) the self-concepts of gifted students and underachievers, and (3) the task of the teacher in building positive and accurate self concepts. (BP)

ED 026 682 CG 003 566

Toole, Patrick F.
A Comparison of ESEA Title II Perceptions and Preferences between Selected States' and Use of ESEA Title III Staff Members.

Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date 17 Jan 69
 Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Administrative Personnel, *Administrator Attitudes, *Conformity, Creativity, *Decentralization, Educational Improvement, *Educational Objectives, Objectives

The central question in this study was: can staff members responsible for administering ESEA Title III (Projects to Advance Creativity in Education, PACE) in five states comprehend PACE intents in a manner comparable to that of the United States Office of Education (USOE) staff responsible for the national administration of the act? It was hypothesized that there would be greater conformity to USOE jury-judged PACE intents, with the higher one proceeding up the PACE responsibility ladder from state-regional PACE implementors to USOE PACE administrators. Computer programs for analysis of data are reported in detail, and the results are generally the reverse of those hypothesized. Possible explanations were seen in (1) out-group motivational self for acceptance, (2) power-periphery search for increased power through conformity, and (3) the use of maximum discretionary authority in higher education. (BP)

ED 026 683 CG 003 569

Patterson, Gerald R. And Others
Direct Intervention in Families of Deviant Children.

Oregon Research Inst., Eugene.; Oregon Univ., Eugene.
 Report No.—ORI-RB-Vol-8-NO-9
 Pub Date Dec 68
 Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—*Behavior Change, Behavior Development, *Behavior Problems, *Change Agents, *Intervention, Psychoeducational Processes, Reinforcement, *Social Environment, Social Influences, Socially Deviant Behavior, Teaching Techniques

It is assumed here that the most effective way of reducing the rate of deviant child behavior is to alter the reinforcing contingencies supplied by the social agents who live with the child. The immediate focus for the intervention program is upon the social environment in which the child lives, because it is the parents, siblings, peers, and teachers who provide the reinforcers which maintain these behaviors. Data are presented in this report from observations made for six children demonstrating the effect of direct intervention in the home and in the school. The sample consisted of boys aged four-12, with multiple problems of the kind typically referred for outpatient treatment. Observations made during baseline, intervention, and follow-up underline the feasibility of training parents, siblings, peers, and teachers to alter the behavior of the identified deviant child. (BP)

ED 026 684 40 CG 003 571

Mattson, Robert H. And Others
Assessment and Treatment of Deviant Behavior.

Interim Report.
 Oregon Univ., Eugene.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-6-1308
 Pub Date Sep 68
 Grant—OEG-4-6-061308-0571
 Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Abstracts, *Behavior Change, *Behavior Problems, *Change Agents, Educational Research, Learning Theories, *Psychoeducational Processes, Teacher Role, Transfer of Training

This interim report presents an introduction to a research study designed to develop educational procedures for modifying deviant behavior in children. A five-component treatment model was developed and research designed to evaluate the weights of each variable in the treatment process. Studies were designed to define strategies that would facilitate the generalization and persistence

of treatment across time and setting, to study the teacher as a variable and to evaluate strategies to control behavior in regular classrooms. These three studies are summarized: (1) Stimulus Generalization, intending to maximize generalization and maintenance of modified behaviors, (2) Efficient Social Engineering, to increase efficiency of learning theory applications in applied settings, and (3) The Teacher as a Behavioral Engineer, to modify teacher behavior to strengthen reprogramming efforts in applied settings. (BP)

ED 026 685 CG 003 576

Pupil Personnel Services Program.
 South Central Educational Service Unit, Bloomington, Ind.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Counseling Services, *Counseling Services, *Educational Innovation, Guidance Services, *Rural Extension, Rural School Systems, Student Personnel Programs, *Student Personnel Services

This report presents a narrative and evaluative description of the operations of South Central Educational Service Unit's (SCESU) pupil personnel services, serving 36 secondary schools in southern Indiana. The main topics discussed include: (1) the history of SCESU's mobile counseling services, (2) a description of the geographical area, (3) the development of procedures prior to, and during, the presence of the mobile counseling center at a particular school, and (4) the feedback procedures utilized. A summary is given of pupil personnel services in the mobile counseling center. Discussed are the impact of mobile counseling units and psychometric services and an evaluation thereof. A summary of recommendations and comments from the overall evaluation is followed by examples of evaluation instruments. This program was funded under a Title III Elementary and Secondary Education Act grant. (BP)

ED 026 686 CG 003 577

Sokol, Alvin Marshall, Jon C.
Inquiry into Innovations. Independent Students—American Studies.

University City Senior High School, Mo.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date 68
 Note—207p.

EDRS Price MF-\$1.00 HC-\$10.45

Descriptors—*American History, *Demonstration Projects, Demonstrations (Educational), *Educational Innovation, *Experimental Curriculum, *Independent Study, Individualized Curriculum, Individual Study, Secondary Education, Social Studies

The Demonstration Schools Project was established for the purpose of upgrading American education through the enhancement of communication among educators concerning many of the new and improved procedures being initiated in the schools. As a member of this demonstration unit, the University City High School's innovations (such as flexible scheduling, unique course offerings, student unscheduled time, cooperative teaching, interdisciplinary approaches to the curriculum, and administrative reorganization) are available for visitors to observe. The first research project, reported here, identifies and describes the independent student and shows how he differs from the non-independent student. The American Studies course offered to 11th-grade students was selected for the study because it incorporates flexible scheduling, unique content, team teaching, interdisciplinary approaches, and other innovations. The program is described in detail, and contrasted with traditional American History programs. Extensive data is presented evaluating the program. This program was funded under a Title III Elementary and Secondary Education Act grant. (BP)

ED 026 687 88 CG 003 580

Rhine, W. R.
Self Enhancing Education. Final Report.
 American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date 30 Sep 68
 Grant—OEG-4-6-001639-0910

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—*Classroom Communication, Classroom Techniques, Communication Problems, Communication Skills, *Group Activities, *Group Discussion, Group Experience, *School Community Relationship, *Student Teacher Relationship, Teaching Conditions

The purpose of this study was twofold: (1) to evaluate the Self Enhancing Education (SEE) Project, and (2) to formulate and evaluate group learning activities for behaviorally handicapped students. SEE, developed in the schools of Cupertino, California, and implemented under a Title III grant, provided training in communication processes simultaneously to teachers, pupils, and parents. The aim was to change traditional communication patterns to increase pupil participation and freedom in the classroom. The study was implemented within a cooperative model encouraging maximum participation of school and SEE personnel. Evaluation indicated desired changes in teacher attitudes and in verbal, teacher and pupil classroom behavior. Differences between SEE and control pupils on other measures were few and inconclusive. Small group processes produced positive changes in teacher perception of pupil behavior and in psychomotor abilities related to success in school for behaviorally handicapped pupils in grades one through six, but no changes in pupils grades four through six. (Author/KP)

ED 026 688

CG 003 582

Rohr, Alice M.

A Multi-District Use of Visual Training as an Instructional Approach in Elementary Education. Final Report.

Board of Cooperative Educational Services, Albany, N.Y.

Spons Agency—New York State Education Dept., Albany, Div. of Research.

Pub Date Jul 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Coordination, Elementary School Students, *Learning Disabilities, Motor Development, Perceptual Development, *Perceptually Handicapped, Perceptual Motor Coordination, *Perceptual Motor Learning, Pilot Projects, *Sensory Training, *Underachievers

Perceptual deficits in child development have been found to be very common in the underachiever. Such deficits can be identified and treated with training in coordination skills such as large motor, hand-eye, and auditory-speech. This paper reports an innovative training project in three New York state elementary schools. Subjects were selected from grades one through three by low scores on seven tests of various coordination skills and achievement. Pupils met with the teacher in pairs for two, half-hour periods a week during a school year. Training included large-motor skills, five motor and hand-eye coordinations, auditory perception, and critical thinking skills. At the end of the year, the tests were re-administered, and gains were registered in all areas, well in excess of expected gains. From 50-75% of all pupils progressed beyond normal growth rate. Retesting a year later showed no regression of skills. Improvement in academic work as well as increased attention span was reported by teachers for about 50% of pupils in training. (BP)

ED 026 689

CG 003 584

Inservice Training Course for Guidance Staff of MDTA Classes.

State Univ. of New York, Albany.

Spons Agency—New York State Education Dept., Albany, Bur. of Continuing Education Curriculum Dev.

Pub Date 68

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Communication Skills, *Counselor Role, *Counselor Training, Culturally Disadvantaged, Disadvantaged Youth, *Inservice Education, *Inservice Programs, Training Objectives, Vocational Counseling, *Vocational Training Centers

The purpose of this guide is to suggest an inservice training program through which the counseling administrator of a Manpower Development Training (MDT) program can orient the new counselor. It describes the educational, psychological, economic, and sociological charac-

teristics of the disadvantaged, both young and old, and suggests activities for the participants of this program. The structure of the MDT program is outlined in detail, and the role of the counselor is defined. Stressed is the interaction of the MDT team as it contributes to communication among the participants in the program. The services and functions of the New York State Employment Service as they relate to the MDT Center are delineated. (Author/KP)

ED 026 690

CG 003 586

North, Robert D.

Evaluation Report for the ESEA Title III Project, South Bronx Multi-Purpose Supplementary Educational Center (SOMPSEC).

New York City Board of Education, Brooklyn, N.Y.; Psychological Corp., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 68

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—African Culture, *Evaluation Techniques, *Minority Groups, Negro Culture, *Program Evaluation, Puerto Rican Culture, *School Community Programs, School Community Relationship, Self Concept, *Urban Education

This is a report of an evaluation of the South Bronx Multi-Purpose Supplementary Educational Center (SOMPSEC). The primary objectives of SOMPSEC, funded under Title III, Elementary and Secondary Education Act were: (1) to enhance the self-image of minority-group students, (2) to encourage development of their artistic talent, and (3) to increase school-community cooperation. Tours of the center featured African, Afro-American, and Puerto Rican exhibits. Classes and experiences were also provided in dancing, art, and music. The Psychological Corporation developed an evaluation procedure consisting of process evaluation (through observations, interview, and record analysis) and product evaluation (through a research design specifying measures, samples, and statistical treatment). The program appeared to the evaluators to be very successful in fulfilling and encouraging the development of artistic talent and increasing school-community cooperation. Evidence indicates that the program has helped students gain an appreciation of the contributions made by minority groups. No distinct evidence was obtained to show enhancement of the self-image of minority group children. SOMPSEC could be a prototype for other inner-city centers. (KP)

ED 026 691

CG 003 588

Holt, John And Others

Learning and Achievement. Kaleidoscope.

SCOPE, Stony Brook, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Note—22p.

Available from—Director of Educational Communications, SCOPE—Suffolk Educational Center, Stony Brook, New York 11790.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Cognitive Development, Curriculum Research, Educationally Disadvantaged, *Effective Teaching, *Failure Factors, Mathematics Education, *Student Motivation, Teacher Education, *Teacher Improvement, *Underachievers

KaleidoSCOPE, under Title III, Elementary and Secondary Education Act, disseminates articles dealing with current topics and trends in education of particular interest to educators. This edition is the result of a series of programs dealing with learning and the underachiever. Dealing with the definition of the underachiever was John Holt, speaking on "How Children Fail." A paper, entitled "The Nature of Cognitive Growth," discusses the Bruner and Piaget theories of development as they are related to learning and modern education, with emphasis on the underachiever in Math. Papers were delivered on "Project Bridge" (Building Resources of Instruction for Disadvantaged Groups in Education), and "Types of Research Being Carried on in the Field of Low Achiever in Mathematics." (KP)

ED 026 692

88

CG 003 589

Eggleston, Richard And Others

The Upper Peninsula Multi-District Planning Project. Final Report.

Ishpeming Public Schools, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 67

Note—382p.

EDRS Price MF-\$1.50 HC-\$19.20

Descriptors—*Academic Achievement, *Data Collection, Educational Environment, Educational Finance, Educational Objectives, *Educational Programs, Intelligence, Physical Environment, School Policy, Teacher Characteristics, *Testing

The Upper Peninsula Multi-District Planning Project was designed to provide analysis of large quantities of data postulated to have some bearing on student achievement and educational programs. It provided a means by which educational progress in Michigan's upper peninsula could be assessed. A brief history of the project is followed by a description of a summer training program for the project staff, and by an overview of principles, criteria, and instruments for data collection. The variables are then discussed. Mental ability is presented first; intelligence is defined; and the tests and results are discussed. School achievement testing is discussed at length, as is a questionnaire given to students. Other variables in this study include school climate, teacher characteristics, and the physical plant. A chapter is devoted to the economics of education in the upper peninsula, followed by a discussion of a questionnaire on school policies and goals. An overall review of the project is presented. This project was funded under a Title III, Elementary and Secondary Education Act grant. (BP)

ED 026 693

CG 003 590

Usitalo, Richard

Systematic and Sequential Evaluation for Individualizing Instruction. A Report of a Workshop.

Olympia School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Jun 68

Note—130p.

Available from—Olympia School District, 319 East Fourth Avenue, Olympia, Washington (\$4.00).

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—Curriculum Development, *Curriculum Planning, *Individualized Curriculum, Information Sources, *Student Characteristics, Student Development, *Student Records, Student Testing, *Testing Programs, Workshops

The Olympia, Washington, Public Schools report a workshop held to design a program for collecting and organizing information on the total student growth necessary for developing a curriculum for individualized instruction. In addition to student records, information was needed on (1) learning styles, (2) interest areas, (3) physical development patterns, (4) subject area strengths and weaknesses, (5) social relationships, and (6) family social-cultural expectations. Areas of effect on students were expected to be (1) cognitive, (2) physical, and (3) social-emotional. The workshop stressed four areas: (1) educational philosophy and goals, (2) identification of significant data, assessment techniques, and systems of constructive information, (3) development of a testing program, and (4) implementation of philosophy, assessment techniques, and use of meaningful data to define and reach target audiences. The present report is essentially divided according to these areas, with the addition of sections on evaluation and perspectives. This project was funded under a Title III, Elementary and Secondary Education Act grant. (BP)

ED 026 694

40

CG 003 638

Walker, Hill M. And Others

Special Class Placement as a Treatment Alternative for Deviant Behavior in Children. Section One. Interim Report.

Oregon Univ., Eugene.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1308

Pub Date [68]

Grant—OEG-4-6-061308-0571

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Anti Social Behavior, *Behavior Change, Behavior Development, Behavior Problems, *Change Agents, Classroom Environment, Elementary School Students, *Habit Formation, Milieu Therapy, Motivation, Reinforcement, *Socially Deviant Behavior

The efficiency of behavior modification technology, as a therapeutic intervention process, has been amply demonstrated. The establishment of special educational settings for modification of deviant behavior, as reported here, provides opportunity for a controlled analysis of the effects of groups of experimental variables, where treatment in regular classrooms is less amenable to the analysis of cause and effect relationships. This paper describes the development and evaluation of a treatment model designed for one class of deviant behavior: hyperactive, disruptive, acting-out behavior in the classroom. Some 12 males, in grades four, five, and six, average or above in intellectual ability, were the subjects. Socially acceptable behavior was reinforced by the accumulation of individual and group points exchangeable for free time for high valence activities. A variety of timing and recording devices were used to monitor behavior and points. Observations were made of subjects' behavior in special and regular classrooms. The treatment model proved very effective. Of three components, (1) token reinforcement, (2) social reinforcement, and (3) aversive controls, social reinforcement exercised the greatest control. (BP)

ED 026 695 40 CG 003 639

Walken, Christine L.
Accelerating Classroom Attending Behaviors and Learning Rate. Section Two. Interim Report. Oregon Univ., Eugene.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1308

Pub Date [68]

Grant—OEG-4-6-061308-0571

Note—89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—Behavior Change, Behavior Development, Behavior Problems, *Change Agents, Classroom Techniques, Elementary School Students, *Programed Instruction, *Reinforcement, *Socially Deviant Behavior

Special schools, or special classes are the prevalent vehicles of deviant behavior modification, although it is proposed here that effort should be first made to determine variables which influence behavior development and disturbance in the regular classroom. A need is seen to develop methods useful in regular classrooms to prevent or intervene in the development of behavior disorders. The pretest study evaluates the effects of token reinforcement, programed instruction, and Hawthorne-type social reinforcement, on the attending behavior and learning rates of behaviorally disruptive fourth-grade boys. Compared with a control group were four groups of boys. Token reinforcement in combination with programed learning was more effective than either treatment alone, or the Hawthorne effects treatment. Limitations are discussed in extending the methods or results to regular classroom use. (BP)

ED 026 696 24 CG 003 749

Stern, Carolyn

Problem Solving and Concept Formation: A Comprehensive Bibliography.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2865

Pub Date 1 Jun 68

Contract—OEC-4-7-062865-3073

Note—128p.

Available from—Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Blvd., Inglewood, California 90303.

Document Not Available from EDRS.

Descriptors—*Bibliographies, Child Development, Cognitive Processes, *Concept Formation, *Intellectual Development, Learning Characteristics, *Learning Processes, Learning Theories, Preschool Children, *Problem Solving

This comprehensive bibliography on problem solving and concept formation includes books, papers, journal articles, reviews of literature, projects, unpublished manuscripts, reports, research bulletins, dissertations, and related bibliographies dating from 1924-1967. Special annotations are made of materials on problem solving with young children. (KP)

ED 026 697

Hummel, Dean L. Donham, S. J., Jr.

Pupil Personnel Services in Schools—Organization and Coordination. Organization, Administration, and Leadership.

Pub Date 68

Note—53p.; This abstract encompasses only Part II, Organization, Administration, and Leadership, pages 37-85.

Available from—The complete book is available from Rand McNally and Company, 8255 Central Park Avenue, Skokie, Illinois (\$6.00).

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Administration, *Administrative Organization, Administrative Personnel, *Administrator Responsibility, *Administrator Role, Coordination, Counseling Services, Guidance Programs, *Planning, *Student Personnel Services

Part II includes chapters three and four. Chapter Three, "Organizing a Balanced Pupil Personnel Program," focuses on the coordination of three program functions among the many services the authors include under pupil personnel services: (1) supportive-consultative, (2) special instructional, and (3) research and data processing. They illustrate plans for organization with responsibility flow charts, diagrams, and outlines giving detailed recommendations for each service concerning: (1) training, (2) staffing ratio, (3) location and facilities, and (4) primary function. A discussion follows on school district size and priorities. Chapter Four, "Administration and Leadership for Pupil Personnel Programs," states the primary purpose of such programs: "to facilitate maximum development of the individual through education." The authors then discuss roles and functions of administrators in fulfilling that purpose, with emphasis on interpersonal relations. The responsibilities of specific administrators are outlined. A list of readings follows each chapter. (BP)

ED 026 698

Osipow, Samuel H.

Theories of Career Development. A Comparison of the Theories.

Pub Date 68

Note—16p.; This abstract encompasses only Chapter 8, A Comparison of the Theories, pages 220-233.

Available from—The complete book is available from Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 (\$5.75).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Career Change, Career Choice, *Career Planning, *Counseling Theories, *Personality Theories, Vocational Counseling, *Vocational Development

These seven theories of career development are examined in previous chapters: (1) Roe's personality theory, (2) Holland's career typology theory, (3) the Ginzberg, Ginsburg, Axelrod, and Herma Theory, (4) psychoanalytic conceptions, (5) Super's developmental self-concept theory, (6) other personality theories, and (7) social systems theories. Osipow contrasts them with regard to their strengths and weaknesses by two general criteria. Formal adequacy subsumes: (1) explanatory adequacy, (2) empirical support, (3) generality, (4) parsimony, (5) operational adequacy, and (6) logical consistency. The understanding of career development includes: (1) normal development, (2) problems in career development, (3) facilitation or modification of career behavior, (4) critical periods and agents, (5) the role of interests, (6) the role of aptitudes, and (7) the role of the family. Osipow evaluates not to find the superior theory, but to show in which context each is most likely to be useful. He finds them generally lacking in formal adequacy, and finds differences between theories in choice of emphasis, suitable research methods, and the degree that relationships between events are specified. (BP)

ED 026 699

Katz, Joseph And Others

No Time for Youth—Growth and Constraint in College Students. Student Life and Its Problems.

Pub Date 68

Note—165p.; This abstract encompasses only Part Three, Student Life and Its Problems, pages 255-414.

CG 003 826

Available from—The complete book is available from Jossey Bass Publishing Company, 615 Montgomery Street, San Francisco, California 94111 (\$10.00).

EDRS Price MF-\$0.75 HC-\$8.35

Descriptors—Activism, Alcoholism, College Housing, *College Students, Psychiatric Services, *Student Attitudes, *Student Behavior, *Student Characteristics, *Student Motivation

Chapter Seven, by Marjorie M. Lazoff, "Residential Groups and Individual Development," describes living conditions, social environment, and reactions to them of several groups of undergraduate men at Stanford University. Chapter Eight, by Ving Ellis, "Students Who Seek Psychiatric Help," is based on interviews and questionnaire data from 493 undergraduate students who come to the psychiatric clinic at the University of California, Berkeley. Data is given on their families, intelligence, grade-point average, entry complaints, and personality inventory scores. Several case studies follow. Chapter Nine, by Nevitt Sanford and Susan Singer, "Drinking and Personality," reports a study relating drinking and abstaining behaviors to attitudes about drinking, and to several personality characteristics. Chapter 10, by Max M. Levin, "Changes in Authoritarianism," compares students whose authoritarianism scores changed much over four undergraduate years, with those whose scores changed little, over several personality dimensions. Chapter 11, by Joseph Katz, "The Activist Revolution of 1964," gives a history of the beginning of the mass student protest at the University of California at Berkeley, then discusses personality characteristics of Free Speech Movement participants. Lengthy quotations from an interview with one activist conclude the chapter. (BP)

ED 026 700

Stephens, E. Robert And Others

The Multi-County Regional Educational Service Agency in Iowa. Part I, Section 1 (Chapters I-IV), The Intermediate Unit of School Administration in the United States. Final Report.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration; Linn County Board of Education, Cedar Rapids, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-980; ESEA-Title-3

Pub Date Sep 67

Grant—OEG-3-6-000980-1701

Note—221p.

EDRS Price MF-\$1.00 HC-\$11.15

Descriptors—County Officials, *County School Systems, Financial Support, *Intermediate Administrative Units, *Regional Programs, *School Administration, School Districts, *School Redistricting, School Superintendents, State Departments of Education, State Legislation

An extensive study, reported in three separately published sections, was made to determine primary aspects of the current consolidation and redistricting of local school districts. Basic procedures used to gather information included a survey of related literature, visitations to county and intermediate educational agencies in Iowa and other States, and utilization of consultants in the field. Section I introduces the problem and stresses the importance of relevant research. Study procedures are described and key terms are defined. The focal points of the literature review are the history and development of the middle echelon agency, its advantages and disadvantages, and the future of the intermediate unit. A description of the intermediate unit as it currently exists includes general descriptions of effective criteria, organization, administration, programs and services, financing, staffing, and pertinent legislation. Various organizational and operational patterns of intermediate units are analyzed, and 16 functioning intermediate units are cited for purposes of comparison and analysis. Documents EA 001 332 through 001 336 report the findings of a single study funded under Title III of ESEA. (JK)

ED 026 701

Stephens, E. Robert And Others

The Multi-County Regional Educational Service Agency in Iowa. Part I, Section 2 (Chapters V-XII), A Proposal for the Establishment of a Network of Multi-County, Regional Educational

EA 001 332

EA 001 333

Service Agencies in the State of Iowa. Final Report.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration; Linn County Board of Education, Cedar Rapids, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-980; ESEA-Title-3

Pub Date Sep 67

Grant—OEG-3-6-000980-1701

Note—261p.

EDRS Price MF-\$1.00 HC-\$13.15

Descriptors—Boards of Education, *County School Systems, Financial Support, *Intermediate Administrative Units, *Regional Programs, School Administration, School Districts, *School Redistricting, School Superintendents, Special Services, State Departments of Education, *State Legislation

Based upon the historical review and case studies reported in the first section, section II develops a rationale for restructuring the county school system or middle echelon unit of school administration in the State of Iowa and for determining the need for a unit of school government operating between local school districts and the State educational agency. Three questionnaires submitted to county school superintendents and consultations with selected educators provided the basic data utilized in the study. Focusing on the practicability of a multicounty service agency program for Iowa, the report is divided into seven chapters: (1) The historical development and current status of the county unit of school administration in Iowa, (2) the major needs of local school districts in the State creating the need for a restructured educational service agency, (3) proposed criteria for the establishment of multicounty regional educational service agencies, (4) the role and function of such agencies, (5) their governance and financing, (6) major benefits to be derived from the establishment of a network of such agencies, and (7) a proposed State legislative action program. Documents EA 001 332 through 001 336 report the findings of a single study funded under Title III of ESEA. (JK)

ED 026 702 EA 001 334

Stephens, E. Robert And Others

The Multi-County Regional Educational Service Agency in Iowa. Part I, Section 3 (Chapters XIII-XIX), Organizational and Operational Guidelines for a Model Multi-County, Regional Educational Service Agency. Final Report.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration; Linn County Board of Education, Cedar Rapids, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-980; ESEA-Title-3

Pub Date Sep 67

Grant—OEG-3-6-000980-1701

Note—239p.

EDRS Price MF-\$1.00 HC-\$12.05

Descriptors—*Administration, *County School Systems, Financial Support, Guidelines, Instructional Programs, Interagency Cooperation, *Intermediate Administrative Units, Organization, Personnel Policy, *Regional Programs, School Districts, *School Redistricting, Special Education, State Departments of Education, State School District Relationship

Developing the themes presented in sections I and II, a model is presented for the development of a multicounty regional educational service agency for a selected area of the State, comprising seven east central Iowa county school systems. Considered as a guide for planning, the model is described in seven chapters, including an introductory overview and the following five sets of guidelines for the establishment of the agency: (1) Organization and administration, including the role and function of the governing board, advisory groups, and proposed director districts for the initial board; (2) development of programs and services of the unit, staffing needs, and special equipment requirements; (3) the recruitment, induction, development, and evaluation of staff personnel; (4) financing and housing requirements; and (5) governing the relationship of the agency with constituent local school districts, the State department of public instruction, and other educational agencies and governmental subdivisions. Documents EA 001 332 through

001 336 report the findings of a single study funded under Title III of ESEA. (JK)

ED 026 703 EA 001 335

Stephens, E. Robert And Others

The Multi-County Regional Educational Service Agency in Iowa. Part II, Appendix.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration; Linn County Board of Education, Cedar Rapids, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-980; ESEA-Title-3

Pub Date Sep 67

Grant—OEG-3-6-000980-1701

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—Administrator Responsibility, *County School Systems, Curriculum Development, Educational Problems, Educational Programs, Educational Research, *Interagency Cooperation, *Intermediate Administrative Units, Personnel Policy, Questionnaires, *Regional Programs, School Districts, *School Redistricting, School Superintendents, Special Services, State Departments of Education, State Legislation

The appendix to the study illustrates the three instruments used for gathering data and the four sets of statistical tabulations serving as a basis for the study's recommendations. The instruments are (1) a questionnaire regarding selected characteristics of Iowa county school systems; (2) a questionnaire regarding alternative methods for the governance of multicounty regional educational service agencies; and (3) a questionnaire regarding problems, obstacles, and limitations faced by existing educational agencies in providing quality educational programs and in the allocation of educational functions. The sets of statistics deal with (1) selected characteristics of the county school systems and local school districts in regional educational service agencies; (2) Iowa State legislation authorizing the merger of county school systems; (3) obstacles, problems, or limitations faced by the three levels of school government in providing quality educational programs as perceived by superintendents of local school districts; and (4) the allocation of educational functions as perceived by selected local school district superintendents, county superintendents, and personnel of the State department of public instruction. Documents EA 001 332 through 001 336 report the findings of a single study funded under Title III of ESEA. (JK)

ED 026 704 EA 001 336

Stephens, E. Robert And Others

The Multi-County Regional Educational Service Agency in Iowa. Part III, Summary Report.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration; Linn County Board of Education, Cedar Rapids, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-980; ESEA-Title-3

Pub Date Sep 67

Grant—OEG-3-6-000980-1701

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Advisory Committees, *County School Systems, Educational Benefits, Educational Needs, Educational Planning, Financial Support, *Interagency Cooperation, *Intermediate Administrative Units, *Regional Programs, *School Redistricting, State Departments of Education, State Legislation

Major aspects of the project are reviewed in four chapters: (1) An introductory review of the study's background; (2) the major needs of public elementary and secondary education in Iowa and the need for a new type of educational service agency; (3) major recommendations of the study, discussed under 10 categories; and (4) major benefits resulting from the establishment of a network of multicounty regional educational service agencies in the State of Iowa. Documents EA 001 332 through 001 336 report the findings of a single study funded under Title III of ESEA. (JK)

ED 026 705 EA 001 574

Wilbur, Thomas P.

Relationship Between Certain Staff Characteristics and Measures of Holding Power and Expenditure.

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Pub Date Feb 68

Note—7p.

Journal Cit—IAR-Research Bulletin; v8 n2 Feb 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Elementary Schools, *Expenditure Per Student, *High Schools, *School Holding Power, Statistical Analysis, *Teacher Characteristics

This study examines the relationship of 40 factors of elementary (K-6) and high school (10-12) staffs to measures of school system holding power and to net current expenditure per pupil. The staff data were collected in 1962 from a sample of 68 districts, and the holding power data were collected later from the same districts. The data are treated statistically in three steps: (1) The percentage of staff falling in each index of every factor is determined for both sets of data (K-6 and 10-12), (2) the percentage falling in each index is correlated with holding power and expenditure, and (3) the indices are combined, so that every possible combination is added and correlated with holding power and expenditure. Five factors show a significant and logical relationship: origin of staff, travel, literary interest, college training, and professional interest. The factors age, distance lived from work, intent to remain in present position, sex, marital status, number of school age children, children in parental family, residence while a college student, and level of father's education show a significant relationship but have no logical theoretical explanation. The results generally parallel those of similar studies. (HW)

ED 026 706 24 EA 001 689

Smith, Ralph V. And Others

Community Support for the Public Schools in a Large Metropolitan Area. Final Report.

Eastern Michigan Univ., Ypsilanti.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-2557

Bureau No.—BR-5-1054

Pub Date May 68

Contract—OEC-SAE-5-1-111

Note—255p.

EDRS Price MF-\$1.00 HC-\$12.85

Descriptors—Community Attitudes, Community Characteristics, *Community Support, *Ecological Factors, Expenditure Per Student, Federal Aid, *Metropolitan Areas, Negro Attitudes, Questionnaires, Racial Distribution, Racial Integration, Racial Segregation, Residential Patterns, *School Community Relationship, School Support, Social Characteristics, Tax Support, *Urban Schools

Identifiers—Detroit

An extensive survey was conducted in 1965 by a team of white and Negro interviewers in an application of ecological theory to a study of the support relationship between the community and its school system. Findings are based upon interview data from a probability sample of 931 respondents selected from the population of persons 21 years of age and older living within the Detroit standard metropolitan statistical area. The study was conducted in all 94 school districts within the city proper and the 93 districts in the suburban areas adjacent to the city. The area's population is defined ecologically in relation to six concentric zones, based on a pattern of progressive deconcentration ranging from "inner city" to "outer suburban," with Negroes concentrated in the inner zones and whites concentrated in the suburban zones. Variables correlated with school support include zonal distribution by race, educational background, annual family income, length of residence, number of school-age children, and membership in voluntary associations. Analysis of data confirms the study's basic hypothesis that support for public schools varies in relationship to the distribution of social characteristics over urban space. (JK)

ED 026 707 24 EA 001 830

Herriott, Robert E. Hodgkins, Benjamin J.

Social Context and the School: An Organizational Analysis.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2972

Pub Date 29 Aug 68

Grant—OEG-2-6-062972-2095

Note—30p.; Paper presented at the annual meeting of the American Sociological Association (Boston, Mass., August 29, 1968).

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Educational Objectives, Educational Research, *Educational Sociology, Educational Theories, *Environmental Influences, Graduate Study, Hypothesis Testing, *School Community Relationship, Senior High Schools, Social Class, Social Systems, *Sociocultural Patterns, Statistical Analysis, *Systems Approach, Teachers, Values

Using a systems approach to determine the relationship between modernization and education, data were analyzed from questionnaire responses returned by the chief administrators of 1,124 public high schools. The schools were a selected sample of the schools attended by the 28,000 pupils included in the October 1965, educational supplement of the Current Population Survey of the U.S. Census. The American public school was defined as (1) a purposive organization with an institutional role of preparing students for participation in the larger society and (2) an open social system displaying a high degree of interaction with its environment. Schools were distinguished by 12 sociocultural context categories defined by two regional, three metropolitan, and two social class categories. School specialization was measured by the proportion of full-time faculty members holding at least a masters degree. Output was measured by the number of students continuing education after high school. Findings supported the study's primary hypothesis that the input-output relationship of a school with its sociocultural context varies systematically from one context to another, leading to the general conclusion that the product of the American school depends greatly upon the particular values and ideology of its sociocultural context. (JK)

ED 026 708

EA 001 881

Profiles in Quality Education: 150 Outstanding Title I, ESEA, Projects.

Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—OE-37018

Pub Date 68

Note—130p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. FS 5.237:37018, \$1.25).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Comprehensive Programs, Cultural Enrichment, *Disadvantaged Youth, Dropout Programs, *Federal Programs, *Guidance, Health Services, *Language Arts, Mathematics, Natural Sciences, Parent Participation, Preschool Education, Remedial Programs, School Integration, Summer Programs, Teacher Aides, Teacher Education, *Vocational Education

Identifiers—ESEA Title I

Details are enumerated for 150 ESEA Title I projects being conducted across the nation through the 1968-69 school year to improve education for disadvantaged children. Basic information for each project includes type of project, place, starting date, cost, staff size and composition, participants (grade level if children, relationship if adult), name of person from whom further information may be obtained, and a comprehensive description of the project's objectives and procedures. The projects are listed under 15 categories: Preschool (13); language arts (29); math and science (6); guidance, counseling, and tutoring (21); cultural enrichment (11); health and food services/physical fitness (7); comprehensive (7); vocational education/dropout oriented (17); college preparatory (2); integration (3); teacher training (8); teacher aides (5); parent participation (3); extended use of school facilities (3); and summer (14). (JK)

ED 026 709

EA 001 893

On Evaluating Title I Programs. Proceedings of a Workshop on Evaluating Title I Programs (Princeton, New Jersey, April 11-15, 1966).

Educational Testing Service, Princeton, N.J.

Pub Date 66

Note—143p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$2.00).

Document Not Available from EDRS.

Descriptors—Culturally Disadvantaged, *Disadvantaged Youth, Educational Experiments, Educational Objectives, *Educational Research, Evaluation Criteria, Evaluation Needs, *Federal Programs, Performance Tests, *Program Evaluation, Testing, Tests

Identifiers—ESEA Title I

This document contains the abridged proceedings of a workshop on the evaluation of ESEA Title I programs, which are designed to improve education for disadvantaged children. Thirty-nine participants from 24 States attended the workshop. The workshop's 14 papers and four discussion excerpts are organized under four main headings: (1) Title I educational objectives and the role of evaluation, (2) selecting and developing evaluation instruments, (3) designing and interpreting the results of evaluation studies, and (4) problems and solutions. (JK)

ED 026 710

EA 001 914

Extended Leaves of Absence for Classroom Teachers.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Feb 66

Note—9p.

Available from—Educational Research Service, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.75).

Journal Cit—Educational Research Service Circular; n2 Feb 1966

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, Health, *Leave of Absence, Military Service, National Surveys, Pregnancy, Professional Associations, *Public School Teachers, Research, Sabbatical Leaves, *School Systems, Study, Teacher Exchange Programs, Work Experience

Extended leave of absence policies for classroom teachers in 129 school systems with enrollments of 25,000 or more are reported for 1965-66 in this national survey. A table lists, in order of descending frequency, the following purposes for which leaves are granted: (1) Military service, (2) professional study, (3) maternity, (4) exchange teaching abroad, (5) restoration of health, (6) paid sabbatical, (7) service for professional organizations, (8) government service, (9) Department of Defense schools, (10) travel, (11) research, (12) exchange teaching in the U.S., (13) appointment or election to political office, and (14) work experience. The table presents the number and percent of school systems granting extended leaves of absence for each purpose. Representative samples of school district policies covering the various types of extended leaves are also presented. (TT)

ED 026 711

EA 001 915

Maternity Leave Provisions for Classroom Teachers in Larger School Systems.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Mar 66

Note—24p.

Available from—Educational Research Service, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.00).

Journal Cit—Educational Research Service Circular; n3 Mar 1966

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, *Leave of Absence, Mothers, *National Surveys, *Pregnancy, *Public School Teachers, School Systems

Maternity leave provisions for classroom teachers in 129 school systems having enrollments of 25,000 or more are reported for 1965-66 in this national survey. Tables contain information on compulsory absence prior to anticipated date of birth and earliest permissible return from maternity leaves. Brief descriptions of maternity leave practices are listed alphabetically by State and school district with footnotes describing any unique or unusual provisions. Representative samples of maternity leave policies from school districts across the nation are included to show the variety of detail included in written policies. (TT)

ED 026 712

EA 001 918

Rossmiller, Richard A.

The Public Image of the School Board Role.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-2371

Pub Date 17 Feb 66

Note—14p.; Paper presented to the American Educational Research Association (Chicago, Illinois, February 17, 1966).

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Board of Education Role, Citizens Councils, *Community Attitudes, Financial Support, Motivation, Organization, Performance, Power Structure, *Public Opinion, Qualifications, *School Districts, Status

Identifiers—Wisconsin

To assess the public image of the school board role, 1,794 randomly selected citizens in 12 Wisconsin school districts were interviewed concerning their perceptions of the school board and expectations for its operation. Questions covered (1) the relative importance of the school board role, (2) motivation for seeking the office, (3) expected qualifications for school board members, (4) accomplishments and shortcomings of the board, (5) operating procedures of the board, (6) school board response to pressure groups, (7) public involvement in school policy making, and (8) fiscal responsibility of the board. Results show that the public's image of the school board role is quite respectable, with school boards being viewed as important bodies which are fiscally responsible and whose members are altruistically motivated. In general, boards are felt to function openly and to be resistant to external pressures. Citizens were found to be rather naive in some respects and poorly informed in others. Expectations for several aspects of the school board role exhibit considerable variation from one school district to another, pointing out the need for additional study of the underlying social, economic, and demographic variables which influence response patterns. (TT)

ED 026 713

EA 001 923

Bowman, Garda W. Klopff, Gordon J.

Auxiliary School Personnel: Their Roles, Training, and Institutionalization. Based on a Nationwide Study of Teacher-Aides, Teacher-Assistants, Family Workers, and other Auxiliary Personnel in Education. Conducted for the Office of Economic Opportunity.

Bank Street Coll. of Education, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 66

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Culturally Disadvantaged, Higher Education, *Paraprofessional School Personnel, *Problems, Program Development, Role Perception, *School Aides, *Teacher Aides, Teaching Conditions, *Training

The employment of teacher aides, guidance aides, family workers, and other auxiliary school personnel has increased sharply, but preparation for such new programs has not kept pace. Advantages of using auxiliary personnel in school systems include (1) more individual attention for students, (2) improved teaching conditions with more teacher time for professional duties, (3) easing of the shortage of professionals, and (4) provision of a means by which unemployed and educationally disadvantaged persons may enter the mainstream of productivity. Difficulties which might arise for administrators, principals, teachers, and auxiliaries in the deployment of auxiliary personnel range from problems of job titles, salaries, and training requirements to concern for professional standards and the limited backgrounds of most auxiliaries. Recommendations concerning the development and use of auxiliaries include (1) that role specifications and prerogatives of auxiliaries be clearly defined, (2) that there be preservice training to develop communication and job skills, (3) that there be a continuing inservice training program, (4) that cooperation of community colleges be sought for training auxiliaries, and (5) that use of auxiliary personnel be institutionalized into a program offering job security and being an integral part of the school. (TT)

ED 026 714

EA 001 924

Lamkin, Bill D.

Computer Applications to School Management Problems, Report Number II.

Pub Date 25 Jan 67

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Computer Oriented Programs, Computer Programs, Data Collection, Equipment, *Information Processing, *Information Storage, *School Systems, *Test Interpretation Identifiers—Austin, Texas

This report describes the present status, services, and applications of three projects established in 1966 in the Austin Public Schools. These projects, now fully operational, involve information processing, school-wide test scoring and analysis, and a data bank. The information system was established at a junior high school and a senior high school to produce report cards for students at the two schools and eventually, as time and equipment would permit, to perform other services to the school. The project for school-wide test scoring and analysis was initiated to save clerical and professional time at the individual school and central office levels. Major products of this project include individual school and school-wide norms and information for use in research projects. The data bank project was instituted at a junior high school to obtain as much information as possible concerning the students. Additional discussion of the projects deals with data gathering and storage, information currently on file and available for research use, programs written for the projects, and personnel and facilities. (HW)

ED 026 715 EA 001 925

Frasure, Kenneth

Perspectives Concerning In-Service Education for Educational Administrators.

Council for Administrative Leadership, Albany, N.Y.

Pub Date 14 Jun 66

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Attitudes, *Educational Administration, Environmental Influences, Experience, *Graduate Professors, *Inservice Education, Perception, *School Superintendents

The usefulness of inservice opportunities for school administrators have sometimes been perceived differently by professors and superintendents. To explore whether these differences might be related to such things as years of service, metropolitan or nonmetropolitan location, and professional participation in a superintendency preparation program, a list of 20 ways for universities to serve practicing school superintendents was mailed to 140 professors of administration and 140 superintendents in New York State. The order of their preferences for the 20 items was recorded along with differences in perception that resulted from the above items. While there was general agreement among professors and administrators on the rank order of the items, results tend to confirm the idea that perception differs between individuals and groups as they view a process from different environmental positions. More experienced professors and superintendents tend to agree more fully than less experienced members of these groups. Younger professors, those from schools offering a superintendency program, and those from urban areas were found to place relatively more emphasis on administrative theory. Further study is needed to determine reasons for the discrepancies in points of view. (TT)

ED 026 716 EA 001 926

The Schools and the Community: A Communications Study.

Suburban Area Study Group, Silver Spring, Md. Spons Agency—Eugene and Agnes E. Meyer Foundation, Washington, D.C.

Pub Date Jul 66

Note—456p.

EDRS Price MF-\$1.75 HC-\$22.90

Descriptors—Annotated Bibliographies, Bibliographies, *Communications, *Community Attitudes, Community Surveys, *Guides, Information Services, Newspapers, *Public Relations, Questionnaires, *School Community Relationship

This comprehensive report of a 2-year study (1964-1966) of communications between the schools and the community includes descriptions of seven related study projects. Procedures and methodology for an effective school-community public relations program are described in a professional handbook produced as a result of the overall study. Fourteen steps for fact-finding and analysis of need, administrative planning, and program operation are explained. The seven study projects are (1) a survey of attitudes and

information about public schools in Montgomery County, Maryland, (2) a survey of school-community information services, (3) a school news survey and content analysis, (4) an identification of county organizations and their relationships to schools, (5) a survey of school-community information programs in Maryland, (6) a survey of selected school public relations programs in 29 communities across the United States, and (7) the preparation of a school public relations bibliography of over 300 items available in the Washington, D.C. area. Appended questionnaires are accompanied by a description of procedures followed for sampling, distribution, followup, and coding of responses. (JK)

ED 026 717 EA 001 933

Greenawalt, George J. Mitchell, Donald P.

Predicting School Enrollments.

New England School Development Council, Cambridge, Mass.

Pub Date 66

Note—47p.

Available from—The New England School Development Council, 222 Alewife Brook Parkway, Cambridge, Mass. 02138 (\$1.50).

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Community Change, Educational Demand, *Enrollment Projections, *Methods, Population Trends, *Predictive Validity, Private Schools, *Public Schools, Residential Patterns, School Construction, *Student Enrollment

Identifiers—Massachusetts

The accuracy of the percentage of survival technique (P-S Method) for predicting school enrollment is examined by testing it on 242 towns and cities in Massachusetts. An attempt is also made to identify certain factors associated with accuracies and inaccuracies in the P-S Method. Three general conclusions are drawn: (1) The P-S Method produces the greatest error in fast-growing communities that most need accurate enrollment forecasts, (2) enrollment change is a fairly good predictor of forecast accuracy, and (3) in larger school systems a forecast that is technically "accurate" (within 10 percent error) may be inaccurate by several hundred or even several thousand students. Four general classifications of factors affecting population and thus enrollment are (1) The number of dwellings available in the community, (2) the type of people living in those dwellings, (3) the demand for dwellings in the community, and (4) factors controlled by public and nonpublic schools. A number of sources of information can be tapped by the school administrator to allow him to make better enrollment forecasts. (HW)

ED 026 718 24 EA 001 936

Shettel, Harris H. And Others

Strategies for Determining Exhibit Effectiveness. Final Report.

American Institutes for Research, Pittsburgh, Pa. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Project-V-001

Bureau No.—BR-5-0254

Pub Date Apr 68

Contract—OEC-6-10-213

Note—244p.

EDRS Price MF-\$1.00 HC-\$12.30

Descriptors—*Changing Attitudes, Educational Objectives, *Evaluation Techniques, *Exhibits, *Interests, *Knowledge Level, Methodology, Theories, Time

This project was designed to develop research strategies and hypotheses for evaluating the effectiveness of exhibits. An exhibit on the role of the Federal Government in science and technology was used as the subject matter. Two basic groups of viewers were used, casual viewers and paid experimental viewers. Both were tested on knowledge gained and on interest and attitude levels. Control data were obtained for both groups. The paid subjects, obtained from high school, college, and adult populations, were divided by age, sex, education, and science and nonscience background. Time was the variable in the experiment, with one group of paid subjects having unlimited viewing time and one group being limited to one-half hour. Casual viewers were observed for comparison with the experimental groups and to determine the relative attractiveness of the exhibit elements. A mockup or small-scale replication of the exhibit was built to determine the feasibility of using such devices for

prevalidation and experimental purposes. Results indicate that an exhibit can be analyzed using a wide variety of techniques and that studies of this type can make a major contribution to improved exhibit design and effectiveness. The mockup study also proved successful. A theory of exhibit effectiveness is described. (HW)

ED 026 719 EA 001 942

Croft, John C.

Change in Flexibility and Supervisory Attitudes of Educational Administrators.

Pub Date 10 Jun 67

Note—39p.; Paper presented to Canadian Council for Research in Education (University of Manitoba, Winnipeg, June 10, 1967).

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Administrator Attitudes, Attitude Tests, *Educational Administration, *Evaluation, *Laboratory Training, Leadership Styles, *Management Education, Organizational Change, Statistical Analysis

Managerial effectiveness of educational administrators is eroded if they are unable to respond to organizational problems with flexibility. Little has been done to evaluate the effectiveness of workshop experiences in increasing managerial flexibility and awareness of human relations as an important parameter of production. Flexibility can be measured by use of a Philosophic-Mindedness (PM) Flexibility Scale which tests individuals' comprehensiveness, penetration, and flexibility of thought. A Managerial Values Instrument is used to determine administrators' relative concerns for human values or production. Ninety-eight members of the Oregon Compact were given a forced-choice questionnaire integrating these measuring devices, before and after they attended a 2-week human relations laboratory. Forty-nine nonattending members of the Compact participated in the testing and composed the control group. Statistical analysis of the results shows that laboratory participation (1) increased concern for people as indicated by greater cognitive openness, behavioral skill, and understanding of social processes, and (2) increased flexibility as measured by the PM Flexibility Scale. Questions concerning retention of training, relationships between workshop length and impact on participants, and what experiences have the most impact were not answered. (TT)

ED 026 720 24 EA 001 943

Gregg, Russell T.

Research Training Institute for Personnel of State Departments of Education (Madison, Wisconsin, March 13-24, and May 8-19, 1967). Final Report.

Wisconsin Univ., Madison. Dept. of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0602

Pub Date 15 Oct 67

Grant—OEG-3-7-070602-2979

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Data Processing, *Educational Administration, Educational Research, *Educational Researchers, *Inservice Programs, *Institutes (Training Programs), Methodology, *State Departments of Education, Statistics

A 4-week Research Training Institute for personnel of State departments of education interested in improving their research competence was conducted at the University of Wisconsin in 1967. The institute was divided into two separate 2-week sessions which were intended to improve research knowledge and skills and to stimulate research interests. This report contains information concerning the participants in the institute, a description of the program of instruction and activities, and an evaluation of the institute. The program consisted of group instruction emphasizing lecture and discussion methods, small-group laboratory activity, and firsthand experience with data processing equipment. Thirty-four trainees from various geographical areas participated in the institute. The major topics of instruction were measurement and statistics, research design and methodology, data processing in educational research, and research administration. Following the institute, evaluation questionnaires were completed by the participants. The results of these questionnaires showed that (1) the objectives of the institute were appropriate, (2) insuffi-

cient emphasis was placed on research design, (3) guest lecturers were of value, (4) the program was too short, and (5) the institute was of very good quality. (HW)

ED 026 721 24 EA 001 956
Coleman, James S.

The Evaluation of Equality of Educational Opportunity.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—R-25

Bureau No.—BR-6-1610

Pub Date Aug 68

Grant—OEG-2-7-061610-0207

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Academic Achievement, Analysis of Variance, Educational Equality, Educational Opportunities, Educational Policy, Educational Resources, *Equal Education, *Evaluation Methods, *Federal Programs, Research Design, Resource Allocations, *School Segregation, Statistical Analysis

Identifiers—Civil Rights Act of 1964, *Equality of Educational Opportunity

An author of the 1966 USOE report titled "Equality of Educational Opportunity" discusses some of the criticisms leveled against the study. The most serious charge is that the study attempted to do too much. By analyzing resource inputs and levels of achievement and by trying to analyze the effects of various inputs on achievement, the study failed to do well the minimum requirement—a careful study of inputs that would provide an adequate measure of educational equality. On the other hand, the author argues that the major virtue of the study is that it did not accept the definition of educational equality based on input levels; therefore, its major impact has been to shift policy attention from the traditional focus on comparison of inputs to a focus on output and on the effectiveness of inputs for bringing about changes in output. The seemingly simple and measurable concept of inputs is further called into question by pointing out the difference between inputs as disbursed and inputs as received by the child. Other criticisms of basic design and specific criticisms of statistical methodology are discussed and met. Although the report is admitted to contain imperfections, it is defended as a major step in the development of policy-related social research. (TT)

ED 026 722 24 EA 001 957
Owen, John D.

Educational Opportunity, Democratic Theory, and the Economics of Educational Subsidy.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—R-26

Bureau No.—BR-6-1610

Pub Date Sep 68

Grant—OEG-2-7-061610-0207

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Citizenship, Democracy, Educational Demand, *Educational Opportunities, Equal Education, *Federal Aid, *Financial Support, Political Socialization, *State Aid, Student Loan Programs, Tuition Grants

Subsidies to education are often justified by arguing that society derives political benefits from education in terms of individuals who perform better as citizens. Since these benefits are external to the student and therefore do not provide him with incentive to invest further in his education, society must devise a means of subsidy that will induce students to continue their education and thereby improve the workings of political democracy. Many argue that an optimal subsidy policy is one which stimulates the student's private economic motive for demanding education. By offering cheap tuition or providing loans at subsidized rates of interest, the consequent cost reductions lead to a greater demand for education. However, such across-the-board cost reductions stimulate investment in education among the more able students and lead to greater investment in training for higher paid occupations, where the private incentives are highest. The logic of majority voting indicates that a more efficient method by which to gain citizenship

benefits from education might be through a more egalitarian subsidy policy which would allocate larger subsidies to less able students. Moreover, some selectivity in the areas of study to be supported is desirable, since some courses may be more effective than others in improving citizenship quality. (TT)

ED 026 723 EA 001 958

Hickox, Edward S. And Others

A Model for School Board Operation.

Pub Date 1 Sep 68

Note—19p.; Paper.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Administrator Role, Board Administrator Relationship, Board of Education Policy, Board of Education Role, *Boards of Education, Budgets, *Decision Making, Educational Objectives, *Models, Program Evaluation, *School Community Relationship, *School Systems

A school board must operate in such a way that it can cope with the increasingly larger size, complex organization, and sophisticated programs of schools. The relationships among the community, board, and school can be viewed as component parts of a system. Formal and informal lines of communication exist among these parts—between the community and the board in the form of elections, reports, tax levies, and the like; between the community and the school through the board; and between the board and the school through the administrative staff. Each part has its function in the organization. The board sets objectives for the system. The board and administrative staff sets budgets, formulate policies, and make rules. All levels are involved in the evaluation of the school programs. The board must develop two kinds of objectives for the school system—general (a philosophy of education) and operational (specification of the general objectives). The board has the responsibility for decisions to meet these objectives. In this area the board's role includes policy making, rules, budgets, maintaining consistency with administrative decisions, and evaluation of programs on the basis of administrative reports. (HW)

ED 026 724 EA 001 959

Rhodes, Eric, Ed. Gibbs, Helen M., Ed.

Teacher Recruiting: Organization, Techniques, Forms and Samples.

Educational Service Bureau, Inc., Arlington, Va. Personnel Management Service.

Pub Date 67

Note—60p.

Available from—Educational Service Bureau, Inc., Executive Offices, 2201 Wilson Boulevard, Arlington, Virginia 22201 (\$2.95 to subscribers).

Document Not Available from EDRS.

Descriptors—Community Resources, Employment Interviews, Job Application, Military Personnel, *Personnel Needs, Photographs, Printing, *Publicize, Records (Forms), *Teacher Recruitment, Teachers Colleges, *Teacher Selection, *Techniques

This handbook on teacher recruitment makes suggestions for school systems to follow in all facets of recruiting. Changes in school age population, school program requirements, and teacher turnover are analyzed in a discussion of how to estimate teacher needs. Since recruitment materials are essential in attracting prospective applicants, the variety of such materials is discussed and specific recommendations are made as to what information should be included. Suggestions on the use of photographs, art work, color, paper, printing, and writing are also made. Suggestions for finding prospects include hints on improving contacts with teacher training institutions, recruiting in the community, reaching experienced teachers who wish to move, contacting military retirees, and using Federal resources. Typical forms, letters, and recruitment packages used in the hiring process are considered and special attention is paid to the technique and form of personal interviews. Sample recruitment materials, evaluative devices, recruitment letters, and application forms are appended. (TT)

ED 026 725 EA 001 961

Short-Term Leaves of Absence for Classroom Teachers in Larger School Systems.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Apr 66

Note—32p.

Available from—Educational Research Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00).

Journal Cit—Educational Research Service Circular; n4 Apr 1966

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, *Leave of Absence, *National Surveys, *Public School Teachers, *School Systems

Short term leave of absence policies for classroom teachers in 129 school districts with enrollments of 25,000 or more are reported for 1965-66 in this national survey. A summary table lists in order of descending frequency the various purposes for which short leaves of absence are given. Representative samples of school district policies and separate discussion are presented for each of the various types of leaves. Included are leaves of absence for personal business, death in the immediate family, illness in the immediate family, jury duty, court summons, visiting other schools, professional organization work, religious holidays, military reserve duty, and comprehensive leave policies. Leave policies are listed in tabular form by State and school district with footnotes describing any unique or irregular features. (TT)

ED 026 726 EA 001 962

Survey of Public Education in the Member Cities of the Council of Big City Boards of Education.

National School Boards Association, Evanston, Ill.

Pub Date Nov 68

Note—33p.

Available from—National School Boards Association, 1233 Central Street, Evanston, Illinois 60201 (\$5.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Boards of Education, *Enrollment Trends, *Population Trends, *Public Schools, Surveys, *Urban Schools

Information about school operations in 50 cities with a core population of over 300,000 is presented in an attempt to reveal something about changes taking place. Relating generally to trends in population, enrollment, and finance and to boards of education, 37 items of data are presented for each city. These include: Number of teachers and administrators, areas of school districts, instructional budgets, fiscal dependence or independence, percent of students in non-public schools, number of members on the board, method of choosing the board, length of term of office of board members, payment of board members, number of women on board, racial composition of board, and number of board meetings held. (HW)

ED 026 727 24 EA 001 963

Lindman, Erick L., Ed.

Approaches to Program Accounting for Public Schools. Presentations and Discussions of the National Conference on Program Accounting for Public Schools (University of California, Los Angeles, July 1968).

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—OP-34

Bureau No.—BR-6-1646

Pub Date Sep 68

Contract—OEC-4-6-061646-1909

Note—120p.

EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—*Accounting, *Cost Effectiveness, *Educational Programs, Expenditures, Income, *Program Budgeting, *Public Schools

This volume contains papers presented at The National Conference on Program Accounting for Public Schools held at The University of California at Los Angeles, in July 1968. The papers describe six public school expenditure classification systems designed to facilitate program budgeting and cost analysis. The account classification systems are those developed by (1) The Midwestern States Educational Information Project, (2) Philadelphia Public Schools, (3) St. Louis Public Schools, (4) Los Angeles City Schools, (5) The California Association of Public School Business Officers, and (6) Erick L. Lindman. In a summary of the conference discussion, 11 issues in the area of program accounting that were identified and discussed at the conference are reviewed. (HW)

ED 026 728

EA 001 964

National Conference on School Finance (11th, Dallas, Texas, March 31, April 1, 2, 1968). Interdependence in School Finance: The City, the State, the Nation.

National Education Association, Washington, D.C.

Pub Date Apr 68

Note—244p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Cost Effectiveness, Court Litigation, *Educational Finance, Equalization Aid, Federal Aid, *Federal State Relationship, Parochial Schools, Program Budgeting, Racial Balance, Research, *School Support, School Taxes, State Aid, *State School District Relationship, Systems Approach, Urban Education

This book contains 28 papers on the interdependence of school finance in the nation, State, and city. The papers discuss the social, economic, and political forces shaping interdependence and tools such as programming-planning-budgeting systems (PPBS) which assist in developing educational programs within these demands. Topics of the papers include (1) trends and issues in school finance; (2) modernization of State finance programs; (3) strengthening State-local relationships in urban education; (4) financial problems of parochial schools; (5) financial issues of improving racial balance in schools; (6) salaries, school budgets, and negotiation; and (7) the use of PPBS, the systems approach, and simulation. The final eight papers describe research recently completed in school finance. (TT)

ED 026 729

EA 001 965

Simon, Kenneth A. Grant, W. Vance

Digest of Educational Statistics, 1968 Edition.

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No.—OE-10024-68

Pub Date Nov 68

Note—147p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. FS 5.210:10024-68, \$1.75).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Degrees (Titles), Educational Facilities, Educational Research, *Elementary Education, Employment Statistics, Enrollment, Equal Education, Expenditures, Graduates, *Higher Education, Income, Libraries, *National Surveys, School Districts, School Holding Power, *Secondary Education, *Statistical Data, Teachers

This digest provides statistical information covering the entire field of American education from kindergarten through the graduate school. It utilizes materials from numerous sources, including statistical surveys and estimates of USOE and other appropriate agencies, both governmental and nongovernmental. Information is presented on a wide variety of subjects, including the number of schools and colleges, enrollments, teachers, graduates, educational attainment, finances, Federal funds for education, libraries, international education, and research and development. The information is organized into five sections: (1) All levels of education, (2) elementary and secondary education, (3) higher education, (4) Federal programs of education, and (5) miscellaneous statistics related to American education. Improvements and additions over previous volumes in this series include a statement of the development of Federal programs, expanded coverage of library statistics, summary data on the characteristics of graduate students, information on the range of teacher salaries as distinguished from average salaries, and data on doctors degrees conferred by institutions of higher education. (DMG/TT)

ED 026 730

EA 001 966

Nonpublic School Directory, 1965-66: Elementary and Secondary Schools.

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No.—OE-20043-66

Pub Date 68

Note—279p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. FS 5.220:20043-66, \$2.25).

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Day Schools, *Directories, *Elementary Schools, Females, Instructional Program Divisions, Laboratory Schools, Males, Military Schools, *National Surveys, Parochial Schools, *Private Schools, Residential Schools, *Secondary Schools, Special Schools, Student Enrollment, Teachers

Names and addresses of nonpublic elementary and secondary schools operating in the United States and its possessions as of the 1965-66 school year are listed in this directory. Institutional information includes (1) religious affiliation; (2) day or boarding status; (3) type of student body—boys, girls, or coeducational; (4) grade span; (5) number of teachers; and (6) total enrollment. Data are listed alphabetically by State, city, and institution. (TT)

ED 026 731

EA 001 967

School Finance Campaign Handbook for Educational Associations.

National Education Association, Washington, D.C.

Pub Date 69

Note—61p.

Available from—Publication Sales, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 391-12084, \$1.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Administrator Role, Board of Education Role, Citizens Councils, *Community Support, Financial Support, *Guidelines, Program Planning, Publicize, *School Budget Elections, *School Taxes, Teacher Associations, Teacher Role

Local teacher associations are urged to share this handbook with school administrators and citizens as the first step in a cooperative effort in school finance campaigns. Advice is given to administrators, teachers, and citizens on planning the campaign, the role of teachers and education associations, developing strategy, identifying the voters, developing a theme and message, financing the campaign, developing a campaign timetable, choosing communication channels, grassroots work, campaign organization and staffing, basic tools, characteristics of the opposition, and post-campaign procedures. Sample materials for use in school tax election campaigns are appended; they range from an organization chart to sample letters designed to reach various groups of voters. (TT)

ED 026 732

EA 001 969

Welty, Gordon A.

The Logic of Evaluation.

Pub Date Oct 68

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Decision Making, *Evaluation Criteria, *Feedback, Literature Reviews, *Methodology, *Program Evaluation

The logic of the evaluation of educational and other action programs is discussed from a methodological viewpoint. However, no attempt is made to develop methods of evaluating programs. In Part I, the structure of an educational program is viewed as a system with three components—inputs, transformation of inputs into outputs, and outputs. Part II discusses the necessary condition for a program to be a system (the presence of feedback loops) citing as one example the school system with an evaluation unit. In Part III, the possibility of mapping experimental designs into social space characterized by feedback loops is confirmed while refuting statements by Stufflebeam to the contrary. Part IV examines the historical precedence for the findings and concludes that it is possible, from a methodological viewpoint, to implement a rigorous experimental design and also to provide feedback for managerial decisionmaking in the context of action research. (HW)

ED 026 733

EA 001 976

Maxey, James

Evaluation of the Outcomes of Modular Scheduling.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Report No.—SR-60

Pub Date Dec 68

Note—10p.; Paper prepared for Annual Membership Meeting of the Iowa Center for Research in School Administration.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Academic Achievement, *Educational Improvement, Effective Teaching, *Flexible Scheduling, *High Schools, Independent Study, Large Group Instruction, *Program Evaluation, *Schedule Modules, Small Group Instruction, Student Behavior, Student Opinion, Teacher Attitudes

Four studies conducted on junior and senior high schools which have used some form of modular scheduling suggest that a proper way to evaluate flexible scheduling includes observation of behavior, the measurement of attitudes and opinions, and assessment of pupil achievement. The studies reported were conducted on the Fresno Unified School District in California, the LaDue high school in Missouri, and the Delevan-Darien High School in Delevan, Wisconsin. The fourth study was conducted on a high school by Gerald P. Speckhard. It is concluded that (1) observable behavior can be evaluated by recording patterns of classroom activity; (2) student, teacher, and parental views of flexible scheduling can be assessed via opinionnaires; (3) the relative effectiveness of independent study, large group instruction, and small group activity can be evaluated through the use of opinionnaires; and (4) teaching effectiveness can be determined through comparative achievement testing. (HW)

ED 026 734

EA 001 977

Flanagan, John C.

Defining Educational Outcomes for Today's Schools and Assessing Their Attainment.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Report No.—SR-61

Pub Date Dec 68

Note—3p.; Paper prepared for Annual Conference (53rd) on School Administration and Supervision.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Administrator Role, *Educational Improvement, *Educational Objectives, Educational Programs, Educational Quality, Educational Research, *Evaluation Methods, *Student Development, *Student Needs

A school's educational objective should include three major types of goals for each individual: (1) Preparation for an appropriate occupational role, (2) preparation for the responsibilities of citizenship, and (3) preparation for enjoying leisure activities. Previous efforts to individualize education have been relatively ineffective. An example of current efforts to both broaden and individualize educational outcomes is Project PLAN, whose goals include the student's personal formulation of goals and plans, with each student given full responsibility for his development. The State of Pennsylvania is attempting to collect in a systematic fashion data required to define educational outcomes. Two other studies, an American Institutes for Research study and Project TALENT, were conducted to develop methods for evaluating the attainment of educational outcomes. To improve the quality of their educational program, school administrators should make intensive case studies of samples of students, including the following items: Community environment, home environment, personal history, personal activities, school experience, personal characteristics, and personal plans. (HW)

ED 026 735

EA 001 979

Tewksbury, John L.

The Meaning of Nongrading [and] the Nongraded Movement in Perspective. Chapters 1 and 2, Nongrading in the Elementary School. Merrill's International Education Series.

Pub Date 67

Note—33p.

Available from—Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 (Complete document, 138p., clothbound \$3.95, paperback \$1.95).

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Administrator Responsibility, *Educational Problems, Educational Research, *Elementary Schools, *Grade Organization, Mental Health, *Nongraded System, Progressive Education, *School Organization

In a fully graded plan all children in a given grade are expected to do the same work in a year's time, while in a nongraded program each child works at the level in each subject for which he is ready. Most schools today lie somewhere along the graded-nongraded continuum. Three ways of implementing a nongraded program are

(1) provide multilevel instruction in a self-contained, heterogeneous classroom; (2) assign children to self-contained classes according to performance levels; and (3) regroup a large aggregation of children from time to time to form classes that work at different levels under different teachers. Administrative leadership is essential in implementing a nongraded approach. One of the principal weaknesses of the graded plan is that it does not provide for individual growth and learning differences. Other factors contributing to the present interest in nongrading are the influence of progressive education, the mental health movement in education, and the published materials of Professors J. I. Goodlad and R. H. Anderson. Research efforts have not yet yielded meaningful results on the relative effectiveness of graded and nongraded programs, but the nongraded program seems to be the trend of the future. (HW)

ED 026 736

EA 001 981

Correa, Hector
More Schools or Better Schools?

Pub Date 66

Note—20p.; Reprint.

Journal Cit—Scientia Paedagogica Experimentalis; v3 n2 p123-141 1966

Document Not Available from EDRS.

Descriptors—*Educational Planning, *Enrollment, Expenditures, Graduates, Income, *Linear Programming, *Mathematical Models, *Resource Allocations

Linear programming models are used in an attempt to answer the question of whether more or better schools should be developed. The criterion function is the maximization of the product of education, measured either in income or school years. The model is varied throughout the paper by confronting the criterion function with a variety of constraints, including limited resources, distribution of expenditures on graduates and nongraduates, income received as a result of different levels of education, interdependence of the different levels of the educational system, regional differences, and personal abilities of students. (HW)

ED 026 737

24

EA 001 982

Bashaw, W. L., Ed. Findley, Warren G., Ed.

Symposium on General Linear Model Approach to the Analysis of Experimental Data in Educational Research (Athens, Georgia, June 29-July 1, 1967). Final Report.

Georgia Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-8096

Pub Date 23 Aug 68

Contract—OEC-2-7-008096-0496

Note—243p.

EDRS Price MF-\$1.00 HC-\$12.25

Descriptors—Analysis of Variance, Computer Oriented Programs, *Data Analysis, *Educational Research, *Experiments, *Models, Research Methodology, *Statistics, Symposia

This volume contains the five major addresses and subsequent discussion from the Symposium on the General Linear Models Approach to the Analysis of Experimental Data in Educational Research, which was held in 1967 in Athens, Georgia. The symposium was designed to produce systematic information, including new methodology, for dissemination to the educational research community to (1) promote wider use of sound methodology and (2) provide caveats regarding limitations of this powerful approach. The authors and their papers are: (1) Graybill, Franklin A., "Introduction to the Use of General Linear Models in the Analysis of Experimental Data," (2) Ward, Joe H., Jr., "Synthesizing Regression Models—An Aid to Learning Effective Problem Analysis," (3) Winer, B. J., "Problems in the Use of General Linear Model Methods," (4) Bargmann, Rolf E., "A Survey of Appropriate Methods of Analysis of Factorial Designs," and (5) Bock, R. Darrell, "Remarks on Analysis of Variance and Analysis of Regression." The papers and ensuing discussion elucidate strengths and limitations of the general linear models approach, discuss procedures for handling computations, and present the independent views of major authorities on theory and of established practical authorities on the use and usability of methods. (HW)

ED 026 738

EA 002 000

Brumbaugh, Robert B.

Authenticity, Role Distance, and Organizational Climate: Toward a Conceptual Clarification.

Pub Date 9 Feb 68

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, February 9, 1968).

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Behavior, Literature Reviews, *Measurement, *Organizational Climate, *Role Perception, *Role Theory, Self Concept

The literature in organizational climate research lacks information regarding the empirical use of the concept of authenticity. This is primarily due to the lack of an appropriate operational definition for the variable, even though it has received much interdisciplinary interest. One possible means of clarifying the authenticity concept to make it empirically operational is to link it to role theory, especially to the concept of role distance. From this perspective, authenticity may be conceptualized as some point on the role distance continuum ranging from behavior perceived as expressing complete embracement of a particular role through behavior perceived as expressing complete alienation from a particular role. This conceptualization of authenticity does have support from the literature. If role distance can be accepted as defining one possible dimension of authenticity, then two means of operationalizing this aspect of authenticity are suggested: (1) Measure the frequencies of behavioral slips in a situated role in situated activity systems, and (2) determine the amount of time an actor is perceived as behaving "out of role" as compared to "in role" in a situated activity system. (HW)

ED 026 739

EA 002 001

Evaluation of the Instructional Program. A Position Paper.

Illinois Elementary School Principals' Association, Springfield.

Pub Date Jul 68

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Effective Teaching, *Elementary Schools, *Evaluation, *Instructional Programs, *Principals, *Teacher Evaluation, Teacher Supervision

This position paper is designed to aid elementary school principals in the evaluation of instructional programs. Arguments are based on the premises that (1) evaluation should be unique for each teacher, (2) teachers should be actively involved in evaluation, (3) evaluation should be cooperative and supportive in nature, (4) the ultimate objective of evaluation is improved instruction and not a rating of teachers, and (5) evaluative attempts should not become preoccupied with evaluation of teachers at the expense of teaching. Goals proposed for evaluation include individual improvement of teachers and teaching, assessment of strengths and weaknesses of the staff and educational program, analysis of problem areas needing attention, and prescription of individual and group activities. Essential elements in the evaluation of teachers and the evaluation of teaching are presented in separate columns. A bibliography lists 27 selections on evaluation. (TT)

ED 026 740

EA 002 002

Bash, James H. Morris, Thomas J.

Utilizing Community Resources to Implement School Desegregation. A Guidebook.

Phi Delta Kappa, Bloomington, Ind. Commission on Education and Human Rights.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—28p.

Available from—Phi Delta Kappa, Eighth and Union, Bloomington, Indiana 47401 (\$5.50).

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Administrator Role, *Community Agencies (Public), *Community Resources, Intercommunication, News Media, Power Structure, *School Community Relationship, *School Integration

This booklet was prepared to assist school administrators in cooperating with community groups to develop support for school desegregation plans. Actual experiences of Southern school administrators in implementing desegregation plans provide the basis for the guidelines. The

variety of approaches, procedures, techniques, and steps which have been used effectively provide the basis for suggestions and cautions. The specific topics included in the discussion are formal and informal power structures, informal advisory committees, school staff, community agencies, national organizations, local independent support groups, and news media. It is emphasized that the quality of the relationship of the school to the community is determined in large measure by the extent of effective interaction achieved between the two. (HW)

ED 026 741

EA 002 005

Carter, Launor F.

From Research to Development to Use.

System Development Corp., Santa Monica, Calif.

Report No.—SP-2332

Pub Date 17 Jan 66

Note—30p.; Paper to be presented at a Symposium sponsored by the Amer. Educ. Res. Assn. and Phi Delta Kappa (Chicago, Ill., Feb. 20-21, 1966).

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Conferences, Demonstration Projects, *Demonstrations (Educational), *Diffusion, *Educational Innovation, *Educational Practice, Leadership Styles, Regional Laboratories, Research Reviews (Publications), *Research Utilization, School Visitation

Traditionally it has been assumed that there is a fairly smooth sequence from research through a developmental phase to the utilization of research results. Evidence shows that this sequence is seldom followed in actual practice and that special efforts must be made to assure that the results of research are applied. In an attempt to remedy this problem in education, a traveling seminar and a conference were organized for the implementation of educational innovation. Schools across the U.S. where significant innovations had been introduced and in operation for at least one year were selected. Groups composed of local administrators, State education department officials, and college teachers toured the schools, after which they participated in a conference. One year later the innovative activity in districts participating in the tour was compared with that in a nonparticipating control group; it was found that the participants had introduced more innovations than the nonparticipants. Analysis of this experiment suggests that such programs can speed research into application more successfully than printed communication or demonstration schools. Factors leading to the successful application of research results and the importance of the regional laboratories in evaluating the effectiveness of innovations are also discussed. (TT)

ED 026 742

EA 002 028

Purington, Gordon

Administrator Competencies and Organizational Effectiveness.

Pub Date Feb 68

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, February, 1968).

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Administrator Qualifications, *Administrator Responsibility, *Educational Objectives, Interpersonal Competence, *Organizational Climate, *School Systems, Teacher Administrator Relationship

Organizational goals are achieved through the cooperative efforts of the organization's members. In a school organization, administrator competencies are related to the effectiveness with which the school functions. If a school system is to function properly, the administrator must solve to some degree the four problems of productivity—external flexibility, internal flexibility, and reduction of tension and strain. To solve these problems he must possess minimum technical, conceptual, administrative, and human relations skills. Two similar New York State school systems with vast differences in levels of achievement provided data for a comparative study. Data were obtained from the responses of teachers of the districts to a questionnaire, and from interviews with other organizational members. The study concluded that the administrator's competencies seem to be related to the effective functioning of the system. Whether the functional requirements of the organization are solved and whether the needs and behaviors of individuals in the organization are made congruent with the organizational goals seem to depend on the com-

petences of the administrators in the organization. (HW)

ED 026 743 EA 002 032

Systems Planning in Public Education.
Educational Service Bureau, Inc., Arlington, Va.
Administrative Leadership Service.

Pub Date 68

Note—32p.

Available from—Administrative Leadership Service, Division of Educational Service Bureau, Inc., 1507 M Street, N.W., Washington, D.C. 20005 (\$4.00).

Document Not Available from EDRS.

Descriptors—Administrator Role, Cost Effectiveness, *Educational Planning, Instructional Improvement, Models, Operations Research, *Organization, *Public Education, Systems Analysis, *Systems Approach, *Theories

Identifiers—Seattle Washington School District

This study, based primarily on the experience of Seattle, Washington, deals with the application of the systems approach to educational planning. Section 1 defines and describes the concept of a system and the systems approach, and gives a general introduction to the use of systems analysis. Section 2 describes the development and use of the systems approach by the Seattle School District, with particular attention given to the process of planning for its use. In the third section, planning theory and the administrator's role receive attention; topics covered include the meaning of systems planning, dimensions of a plan, the planning process, and categories of educational plans. The final section discusses organization and procedures for planning, covering such topics as functions of an Instructional Development Council, origin of ideas and routing of plans for instructional improvement, improvement of management, authorization for planning, parts of a plan, integration of planning, and implementation of plans. The study ends by suggesting where interested school administrators can seek assistance in developing a systems approach to educational planning. (TT)

ED 026 744 24 EA 002 033

An Annotated Bibliography of Benefits and Costs in the Public Sector.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—ESEA-Title-4

Bureau No.—BR-6-2867

Pub Date Nov 68

Contract—OEC-1-7-062867-3053

Note—254p.

EDRS Price MF-\$1.00 HC-\$12.80

Descriptors—*Annotated Bibliographies, Cost Effectiveness, *Decision Making, *Economic Factors, Education, Educational Improvement, Educational Planning, *Evaluation Methods, *Government (Administrative Body), Industry, Military Service, Natural Resources, Operations Research, Program Budgeting, Program Planning, Systems Analysis, Transportation, Welfare

Approximately 2,700 books, pamphlets, and articles from all over the world published before October 1967, are listed in this annotated bibliography on public expenditure decision making. Emphasis is on the economic criteria of decision making derived through use of systematic and analytical methods. Entries are organized into 33 general categories, including education, government, military, foreign aid, national education plans, resources, welfare, industry, systems analysis, planning, health, urban renewal, and transportation. Among the analytical techniques covered are cost-benefit analysis, cost-effectiveness, planning-programming-budgeting systems (PPBS), and operations research. An author index in one alphabetic listing follows the bibliography. (TT)

ED 026 745 24 EA 002 088

Mosher, Edith K.

What About the School Research Office?

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2931

Pub Date Feb 69

Contract—OEC-4-7-062931-3064

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Administrator Role, Bibliographies, Developmental Programs, Educational Planning, Educational Practice, Guidelines, *Organization, *Research and Development Centers, *Research Directors, *Research Utilization, *School Districts

Identifiers—Far West Laboratory for Educational R and D

This study was undertaken to enlighten both practitioners and the Laboratory about current practices of school research offices in utilizing R & D information. Data for the study came from (1) background readings on organizational theory, (2) recent studies on research offices in local school districts, (3) personal interviews with 15 academicians and practitioners with experience in the area, and (4) authorities' replies to letters concerning various aspects of school research office organization and functions. It was found that the capacities of school research offices are limited by lack of autonomy, role uncertainty, and inadequate fiscal and personnel resources. Where school district leadership and teamwork with other school personnel create favorable conditions, the school research staffs have demonstrated proficiency in assessing needs, formulating problems, and in collecting, analyzing, and disseminating data. Where school staffs are resistant to systematic program planning or self-evaluation, the instructional research function has become an isolated and largely expendable function. From these and other results, recommendations are made for the Laboratory and guidelines are developed for school administrators. A 60-item bibliography is included. (HW)

ED 026 746 24 EA 002 089

York, Linda J.

Arrangements and Training for Effective Use of Educational R & D Information: A Literature Survey.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2931

Pub Date Feb 69

Contract—OEC-4-7-062931-3064

Note—113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Bibliographies, *Educational Programs, Graduate Study, Inservice Programs, Interstate Programs, Literature Reviews, *Organization, *Research and Development Centers, Research and Instruction Units, Research Directors, *Research Utilization, *School Districts, State Programs

Identifiers—Far West Laboratory for Educational R and D

This surveillance report is an update of the Laboratory's December 1967, report. It presents the current status of (1) organizational arrangements to facilitate the use of research and development information within the public school setting and (2) personnel training programs for increasing the use of research and development information by school personnel. New arrangements and programs are also included. The information is presented in tabular form. The organizational arrangements are distinguished as being either local school district, an intrastate consortia of districts, state-level, or interstate. The information on the arrangements includes type of arrangement, objectives, status, sponsor, membership and organization, cost estimate, operating procedures, training, evaluation, and publications. The personnel training programs are designated as short term training institutes and inservice programs, and graduate training programs. The information on these programs includes objectives, status, sponsor, location, length, participants, program cost, topics covered, instructional procedures, and evaluation. A 125-item bibliography is included. (HW)

ED 026 747 24 EA 002 090

Chorness, M. H. And Others

Use of Resource Material and Decision Processes Associated With Educational Innovation: A Literature Survey. Part I of a Study.

Far West Lab. for Educational Research and Development, Berkeley, Calif.; Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2931

Pub Date Feb 69

Contract—OEC-4-7-062931-3064

Note—158p.

EDRS Price MF-\$0.75 HC-\$8.00

Descriptors—Administrator Role, *Annotated Bibliographies, Change Agents, *Decision Making, Educational Change, *Educational Innovation, Educational Research, Literature Reviews, Principals, *Public Schools, Research Utilization, *Resource Materials, Superintendents, Teacher Role

Identifiers—Far West Laboratory for Educational R and D

This annotated bibliography and literature review covers educational literature concerned with the decision making process, innovation, organization for change, sources of information regarding educational change and innovation, and the role which various agents in the field of education play in the decision making process. A special emphasis has been placed on studies concerned with the decision making process preceding educational change, especially those studies which have yielded empirical findings. A related study in the form of a field survey on the same topic area is presented in a separate volume, EA 002 091. (HW)

ED 026 748 24 EA 002 091

Chorness, M. H. And Others

Decision Processes and Information Needs in Education: A Field Survey. Part II of a Study.

Far West Lab. for Educational Research and Development, Berkeley, Calif.; Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2931

Pub Date [69]

Contract—OEC-4-7-062931-3064

Note—208p.

EDRS Price MF-\$1.00 HC-\$10.50

Descriptors—Change Agents, *Decision Making, *Educational Planning, Field Studies, *Information Needs, Information Sources, Information Systems, Intercommunication, Principals, Public Schools, Questionnaires, *Research Utilization, *School Personnel, Specialists, Superintendents, Teachers

Identifiers—Far West Laboratory for Educational R and D, *San Francisco

Approximately 400 superintendents, specialists and consultants, principals, and teachers in 63 San Francisco Bay Area school districts were surveyed by questionnaires to identify (1) critical decision processes in the field of education and (2) the information sources and kinds of information which are used to support decision making and planning. The main results of the study include: (1) The most frequently used information sources are colleagues, principals, contacts at professional meetings, superintendents, and curriculum specialists; (2) modes of communication tend to be informal; (3) in 24 areas of educational planning, superintendents and principals average the highest levels of involvement in decision making; (4) the five decisions regarded as most important are decisions to hire new teachers, terminate teaching personnel, recommend and install new curricular innovations, and alter student teacher ratios; (5) lack of time to study problems, excessive focus on financial aspects, need to satisfy many groups, lack of research support, and failure to define goals are the major stumbling blocks to effective decision making; and (6) according to superintendents, principals and then teachers are the primary sources of innovation. A related document is EA 002 090. (HW)

ED 026 749 EC 000 741

Bettelheim, Bruno

The Empty Fortress; Infantile Autism and the Birth of the Self.

Pub Date 67

Note—484p.

Available from—The Free Press, 866 Third Avenue, New York, New York 10022 (\$9.95).

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Autism, Behavior Patterns, *Child Development, Early Childhood, *Emotionally Disturbed, *Exceptional Child Education, Fantasy, Fear, Insecurity, Learning Theories, Mother Attitudes, Parent Child Relationship, Personality Development, Personality Theories, Psychological Needs, Psychopathology, *Psychotherapy, Withdrawal Tendencies (Psychology)

Identifiers—Orthogenic School, University of Chicago

The nature, origin, and treatment of infantile autism are explored with a consideration of the child's world of encounter and case histories. The beginning of life, called the region of shadows, is mentioned; and the world of the newborn, body language, mutuality, autonomy, the autistic language, and the right side of time are examined for the beginning of the self. Disturbed children are considered as strangers to life and the development of emotional disturbance is discussed in terms of a reason to act, the extinction of feeling, extreme situations, and in spontaneous reaction. In particular, the dynamics of autism, including the dialectics of hope, the decline of the self, and the human craving for order are presented. Case histories are given of three autistic children treated at the Orthogenic School at the University of Chicago: Laurie and Marcia, two mute girls; and Joey, a talking, mechanical boy. In persistence of a myth, reported cases of wolf children are discussed in terms of autism. Finally, the writings of other scientists and the author's own beliefs on the etiology, treatment, and nature of infantile autism are considered. Thirty-three illustrations and a 193-item bibliography are included. (DF)

ED 026 750 EC 000 838

Gallagher, James J.

The Influence of a Special School on Cognitive Style and Attitudes of Gifted Students. Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.

Pub Date 65

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—*Adjustment (to Environment), *Cognitive Processes, Convergent Thinking, Divergent Thinking, *Environmental Influences, *Exceptional Child Research, *Gifted, Intellectual Experience, Laboratory Schools, Peer Groups, Personal Values, Public Schools, Secondary Schools, Self Concept, Social Values, Student Attitudes

The study identified what influence university laboratory attendance had upon cognitive and attitudinal dimensions of gifted secondary school students (IQ's above 125). Tests from the Guilford battery, a self concept scale, and an adaptation of the Coleman Attitude Scale were administered to both the laboratory and the secondary school populations (249 students). Results indicated few consistent differences on measures of divergent and convergent thinking, and no significant differences on measures of self concept. The following attitudinal differences in lab school groups were observed: the concept of intellectual self was significantly higher at the senior than the junior high level for boys (p .01); a substantial reduction in the positive image of the family occurred at the senior high level; and being active in school and popular with one's own sex was a better prestige symbol than athletics, heterosexual social activities, or material possessions. Further, in the lab school, a greater number of students expressed negative feelings about school or doubts about their own ability to do well. Sex and age differences are considered; specific results on attitudes and values are discussed. Disadvantages and advantages of both school settings are evaluated. Twenty-eight tables present data; a bibliography cites 23 items. (JD)

ED 026 751 EC 001 270

Robinson, Jacques H. And Others

Bimodal Educational Inputs to Educable Mentally Retarded Children. Final Report.

American Institutes for Research, (Washington Office) Silver Spring, Md. Communication Research Program.

Spons Agency—National Inst. of Health, Bethesda, Md.

Report No.—AIR-E-49-9-66-FR

Pub Date Sep 66

Grant—MH-10819-01

Note—147p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—Audio Equipment, *Audiovisual Instruction, Aural Learning, Educable Mentally Handicapped, *Exceptional Child Research, Instructional Technology, Intermediate Differences, *Learning, Listening Comprehension, *Mentally Handicapped, Multimedia Instruction, Multisensory Learning, Pacing, Reading Com-

prehension, Retention, Speech Compression, Tape Recordings, Teaching Methods, Visual Learning

The usefulness of paced auditory presentation combined with simultaneous visual presentation of lesson material was examined as a technique of improving reading skills in the educable mentally handicapped. A 30-day instructional period involved four groups of students (IQ's 58 to 86, ages 12-11 to 17-11). The groups were as follows: a machine audio group (MAud) exposed to rate controlled taped material by audio means alone; a machine audiovisual group (MAV) that received visual copy and also listened to the taped recordings; a teacher audiovisual group (TAV) using bimodal stimulation; and a control group (C). Materials were recorded and presented at appropriate rates of presentation by means of a tempo regulator, a machine which varies rate without pitch distortion. Results indicated little impact of the experimental procedures on the standardized pre-post test measures; however, daily comprehension measures favored the bimodal presentation modes, particularly the MAV group. Some trend favoring slowed presentations was evident. The subjects demonstrated significant retention of instructional material after a 1-month interval, and significantly higher performance on a relearning measure than on initial presentations, after a 2-month interval. (Author/JD)

ED 026 752

EC 001 495

Brison, David W. Bereiter, Carl

Acquisition of Conservation of Substance in Normal, Retarded, and Gifted Children.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 67

Note—20p.; Paper presented at a seminar held at Conference on Preschool Education (The Ontario Institute for Studies in Education, November 15-17, 1966) published in Recent Research on the Acquisition of Conservation of Substance, Educational Research Series No. 2, The Ontario Institute for Studies in Education.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Abstraction Levels, Abstraction Tests, Associative Learning, Average Students, Cognitive Development, *Cognitive Processes, Concept Formation, *Conservation (Concept), *Exceptional Child Research, Gifted, *Intelligence Level, *Learning, Learning Characteristics, Learning Theories, Logical Thinking, Mentally Handicapped, Programed Instruction, Retention, Test Results

Thirty-seven normal and 33 gifted children from kindergarten classes and 26 retarded children from special classes with mean mental ages of 76 months, 80 months, and 72 months respectively, were initially tested for their understanding of the terms more, same, and less. All who had failed conservation of substance pretests using juice, sand, clay, and paper were then put through a programed five-stage sequence of conservation training with posttesting after each stage. When a child exhibited conservation with all four materials, he was given two extinction questions which tested the stability of the conservation concept. The main differences between groups were on errors during training, extinction, and explanations. Retardates were significantly more susceptible to extinction of conservation responses (p .05) and further study is suggested since this would make a difference in performance if retarded children come out of learning experiences with empirical hypotheses and normal ones with logical certainties. However, no relationship was found between general intelligence level and intuitive concept formation. Eleven tables and a 15-item bibliography are given. (SN)

ED 026 753

EC 001 741

Gallagher, James J.

Research Summary on Gifted Child Education.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.

Pub Date 66

Note—169p.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—Academic Achievement, *Administration, Administrative Organization, Ancillary Services, *Creativity, Curriculum Development, *Exceptional Child Research, *Gifted, High Achievers, Identification, Personnel Needs, Program Evaluation, Research Reviews (Publi-

cations), State Programs, Student Characteristics, Teacher Qualifications, Teaching Methods, Underachievers

Identifiers—Illinois

Research is summarized and analyzed in this revision of the author's 1960 "Analysis of Research on the Education of Gifted Children," which was used as a guide in the construction and implementation of the Illinois Plan for Program Development for Gifted Children. Information is provided on identification and definition and on characteristics of gifted children. Also discussed are the highly creative child and the underachieving gifted child (attention is given to talent from culturally different groups). Consideration of intervention includes research design and stresses three areas of intervention: the administrative, instructional, and adjunctive. Needed personnel and research development programs in Illinois are treated. Additional research is cited. The bibliography contains over 200 items, dated from approximately 1925 through 1966, and the reference list annotates 32 items. (JP)

ED 026 754

EC 001 985

Ninth National Conference Proceedings, National Braille Association, Inc. (Saddle Brook, New Jersey, May 4-7, 1967).

National Braille Association, Inc., Midland Park, N.J.

Pub Date May 67

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Administration, *Braille, Conference Reports, *Exceptional Child Services, *Instructional Materials, Languages, Library Services, Material Development, Mathematics, Music, Parent Education, Sensory Aids, Tape Recordings, Textbooks, *Visually Handicapped, Volunteers

Identifiers—Nemeth Code, Thermoform

The proceedings include workshop reports on the Nemeth Code for beginners, elementary mathematics, advanced mathematics, teachers of Nemeth, foreign language, braille music, Library of Congress, parents of blind students, 20 questions in braille translating, textbook format, proofreading one's own work, recording, thermoform, proofreading, resources, and administrators. The registration report, presentation of service certificates, and reports of resolutions and exhibits committees are included, along with conference information and a list of sponsors. (DF)

ED 026 755

EC 002 066

Montgomery, G.W.G.

Vocational Guidance for the Deaf; A Classified Guide to the Basic Requirements for Occupations Open to the Profoundly Deaf.

Pub Date 67

Note—43p.

Available from—The Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$3.75).

Document Not Available from EDRS.

Descriptors—*Aurally Handicapped, *Counseling, Deaf, *Exceptional Child Services, Job Placement, Jobs, Job Skills, Occupational Guidance, Occupational Information, Occupational Tests, Out of School Youth, Rating Scales, Vocational Aptitude, Vocational Counseling, *Vocational Rehabilitation

Identifiers—Great Britain

Published in Britain for use by counselors and placement officials, the book offers a systematic attack on occupational placement problems of the prelingually deaf. The system is based on a vocational guidance profile, which is developed from intelligence and achievement test scores. The vocational guidance profile is explained, and occupational prospects for the deaf and general considerations for placement are treated. The classified list of occupations and its use in placement are described as follows: test scores from the profile are categorized into P (performance), I (written intelligence), N (written tests of numerical ability), L (written tests of language skills), O (tests of oral skills). Following each occupation listing is the code letter with the estimated standard score of the average worker in the occupation named; other notations indicate special physical or ability requirements and/or hazards of particular jobs, and possible financial or training demands. The classified list of occupations is recommended for use only in conjunction with individual vocational guidance profile scores and

knowledge of local employment conditions. Profiles are provided as normative information in the areas of scientific, professional and office workers, skilled and unskilled, tradesmen, and unemployed. Listings are given of agencies and services for the deaf, mostly in Britain, and of 35 references. (JB)

ED 026 756

EC 002 070

Rigodsky, Seymour

Speech Therapy for Disadvantaged Pupils in Non-public Schools; Evaluation of New York City Title I Educational Projects, 1966-67.

Center for Urban Education, New York, N.Y.

Committee on Field Research and Evaluation.

Pub Date Sep 67

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors:—Administration, Clinical Diagnosis, Disadvantaged Youth, Educational Needs, *Exceptional Child Research, Identification, Parent Teacher Conferences, *Program Evaluation, Referral, Regional Programs, Screening Tests, *Speech Handicapped, *Speech Therapists, *Speech Therapy, Teacher Evaluation, Teacher Orientation, Teaching Load, Teaching Methods

A project was designed to provide therapy for disadvantaged children in New York City non-public schools who have the additional handicap of defective speech. Effectiveness of speech teachers in providing therapy services was evaluated. The measurements of effectiveness were determined from the following: trained speech pathologists' observation of the speech teachers and completion of an evaluative form, teachers' responses to a questionnaire assessing the therapy program, and an interview with the program administrators. A total of five trained speech pathologists visited 15 schools and interviewed 13 speech teachers; 30 of the 38 teachers completed the questionnaires. Recommendations included speech teachers' screening of all children in grades 3 to 7 using a clinical rating scale; administration of diagnostic tests to children being considered for therapy; definite referral procedures with coordination and followup; greater flexibility in therapy methods, particularly for older children; the establishment of regional supervisory centers; improvement and expansion of speech teachers' contacts with parents of children in therapy and with other school personnel; and continuation of the orientation program. (GD)

ED 026 757

EC 002 137

An Exploratory Study of Children With Neurological Handicaps in School Districts of Los Angeles County.

Los Angeles County Superintendent of Schools, Calif.

Pub Date Apr 63

Note—144p.

EDRS Price MF-\$0.75 HC-\$7.30

Descriptors:—Academic Achievement, Attendance, Clinical Diagnosis, *Exceptional Child Research, *Grouping (Instructional Purposes), Intelligence Tests, *Learning Disabilities, Medical Evaluation, Minimally Brain Injured, *Neurologically Handicapped, Parent Participation, Regular Class Placement, Sex Differences, Special Classes, Student Attitudes, Student Evaluation, Teacher Attitudes

A 6-year field study project was undertaken to try out some patterns of special education with neurologically handicapped children. Three phases emphasized these objectives: feasibility, class size, pupil safety, approval, incidence, referral, diagnosis, placement, curriculum, treatment, evaluation, teacher qualifications, parent reactions, expansion, demonstration, and research. In phase 2, 116 neurologically impaired children were placed in either special (64) or regular (52) classes. The special class group generally contained older (1/2 year) and more severe cases; boys outnumbered girls 7 to 1. After a 3-year attendance in a special class, 12 students were recommended for return to regular class (out of 19) while 15 out of 19 children in the regular classes were felt to need special class placement. Steady attendance for 2 years was in favor of special class students (86% to 40.4%). Parents of children in special classes attended meetings concerning their children more frequently than parents of regular class children (52% to 7%). Special class students seemed favored in the few cases of academic comparison although the children were about 3 years academically retarded.

Recommendations were made for future research. (RP)

ED 026 758

EC 002 206

Gallagher, James J. And Others

Productive Thinking of Gifted Children in Classroom Interaction. CEC Research Monograph Series B, Number B-5.

Council for Exceptional Children, Washington, D.C.

Spons Agency—Elizabeth McCormick Foundation, Chicago, Ill.; Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—113p.

Available from—The Council for Exceptional Children, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (\$2.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors:—Academic Achievement, *Attitudes, Cognitive Measurement, *Cognitive Processes, Convergent Thinking, Divergent Thinking, Evaluative Thinking, *Exceptional Child Research, Family Relationship, *Gifted, High Achievers, *Interaction, Junior High School Students, Participant Characteristics, Questioning Techniques, Questionnaires, Sex Differences, Student Attitudes, Teacher Attitudes, Tests

Identifiers:—Guilford, Theoretical Model for Complete Structure of Intel

A research project attempted to identify and classify productive thought processes of gifted junior high school students and their teachers. Subjects were 176 gifted high achieving students of both sexes with a verbal IQ range of 127.21 to 136.35, a nonverbal IQ range of 122.88 to 134.59, and a chronological age range of 12.50 to 14.63 years. The students were given tests to determine attitudes and divergent thinking abilities and were evaluated for social qualities and class contributions by their teachers. Parents were asked to complete questionnaires independently to determine family relationships. Three judges, working as a team, tape recorded five consecutive sessions of classes in social studies, science, and English conducted by different teachers in the fall and again the following spring; all comments were classified according to levels of thinking defined in Guilford's structure of the intellect. The types of questions asked by teachers strongly influenced the quality of pupil response. More than 50% of questions asked in a class session were cognitive memory questions. The second most frequent category was convergent thinking, with a much smaller proportion of divergent and evaluative thinking questions. (BB)

ED 026 759

EC 002 358

An Experimental Guide for Special Class Mathematics; A Curriculum Guide for Teachers of the Educable Mentally Retarded.

Southeast Regional Special Education Service Center, Downey, Calif.

Pub Date [68]

Note—287p.

EDRS Price MF-\$1.25 HC-\$14.45

Descriptors:—*Curriculum, Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, Learning Activities, Mathematical Concepts, Mathematical Vocabulary, *Mathematics, Mathematics Curriculum, Mathematics Instruction, *Mentally Handicapped, Practical Mathematics, Resource Materials, Teaching Methods

Intended for the teacher of the educable mentally retarded, the guide uses three approaches to teaching mathematics: the systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic, and the incidental application of learned skills to current experiences. Structured by developmental rather than grade levels, the guide organizes developing quantitative concepts (level 1), learning the basic processes (level 2), applying the basic processes in solving realistic, practical problems (level 3), and relating mathematical knowledge to independent adult living (level 4). At each developmental level content areas include developing a vocabulary of quantitative terms, numeration, developing the arithmetic processes, and practical application of quantitative abilities. Suggestions are given for resource materials, techniques, and activities in each area at each level. (DF)

ED 026 760

24

EC 002 476

Hebeler, Jean R.

An Evaluation of the Impact of the Graduate Fellowship Program in the Education of the Mentally Retarded, Authorized Under Public Law 85-926.

Maryland Univ., College Park. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1301

Pub Date Feb 68

Grant—OEG-1-7-071301-5135

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors:—Chief Administrators, College Teachers, *Exceptional Child Education, Federal Aid, Federal Legislation, Federal Programs, Fellowships, Graduate Professors, Graduate Students, Graduate Study, Grants, *Mentally Handicapped, Mental Retardation, *National Programs, *Personnel, *Professional Education, Professional Personnel, Program Evaluation, Supervisors

Identifiers:—Public Law 85 926

An analysis of questionnaires completed by 413 recipients of U.S. Office of Education graduate fellowships in mental retardation under the provisions of Public Law 85-926 was conducted. Recipients of university and state fellowship awards were included in the sample. The findings indicated that 95% of the fellowship recipients had had prior experiences (academic and work) in education and that 36% had taken prior work in the education of the mentally retarded or other fields relevant to the education of exceptional children. They have remained in the field of special education and have assumed increasingly responsible leadership roles in teacher training or administrative and supervisory roles (at the time the data were taken, 48.9% were involved in work in higher education in special education, 40% in local school systems, and 10.7% with state departments or agencies). The mental retardation fellows were generally satisfied with their goals. However, responses suggested that both program and student goals need to be more clearly delineated at the various levels of graduate study. The evidence indicates that the fellowship program substantially accelerated and increased the supply of a stable cadre of trained leadership personnel in the area of mental retardation for positions of responsibility at the state and local levels and in the area of personnel training. Data are provided and responses are summarized for 79 items. (Author/JD)

ED 026 761

EC 002 478

Robb, Preston

Epilepsy: A Review of Basic and Clinical Research. NINDS Monograph Number 1.

National Inst. of Neurological Diseases and Blindness (DHEW), Washington, D.C.

Report No.—PHS-PUB-1357

Pub Date 65

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors:—Biochemistry, Classification, Clinical Diagnosis, *Epilepsy, Etiology, *Exceptional Child Research, Genetics, Incidence, Infectious Diseases, Medical Research, Medical Treatment, Neurologically Handicapped, Pathology, Research Reviews (Publications), Seizures, *Special Health Problems

A discussion of the incidence of epilepsy is followed by a discussion of etiology including the following causes: genetic and birth factors, infectious diseases, toxic factors, trauma or physical agents, hereditary and degenerative disorders, circulatory disturbances, metabolic and nutritional disturbances, and neoplasms. Epileptic seizures are classified by symptoms, duration, precipitating factors, postictal phenomena, behavioral disorders associated with epilepsy, and related paroxysmal disorders; patterns of attack are described. Diagnosis and pathology are considered along with treatment by anticonvulsant drugs (available drugs are listed), dietary and surgical treatment, indications and results of surgery, and prognosis. References follow each chapter. (JM)

ED 026 762

EC 002 484

Barbe, Walter B.

Psychology and Education of the Gifted: Selected Readings.

Pub Date 65

Note—534p.

Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 (\$4.50).

Document Not Available from EDRS.

Descriptors—Acceleration, Achievement, *Administration, Advanced Placement, Attitudes, Creativity, Early Admission, Educational Strategies, Enrichment Programs, *Environmental Influences, *Exceptional Child Education, Experimental Programs, Family (Sociological Unit), *Gifted, Grouping (Instructional Purposes), Identification, *Individual Characteristics, Intelligence Factors, Learning Characteristics

An overview of educational and psychological literature concerning the gifted is presented in 55 papers with editorial comments. The historical development of the study of the gifted and cultural attitudes are first considered. Discussions of the effectiveness of various screening methods for identifying the gifted include evaluation of creative, social, and other nonintellectual factors; suggestions are given for providing an optimal environment. Theories are discussed about hereditary and environmental influences on mental ability with ideas for conserving and increasing our supply of superior mental talent. Writings on the characteristics of eminent scientists, unstable geniuses, superior college students, and younger gifted children are included in a consideration of the gifted individual's intellectual, social, and emotional characteristics. Special programs to help develop and encourage giftedness, such as acceleration, enrichment, and homogeneous grouping are described and evaluated; current issues and needed research are considered; and teacher qualities judged effective in aiding creative growth are discussed. (RM)

ED 026 763

EC 002 712

Amcoff, Sven

Intelligibility of the Speech of Deaf Children.

Uppsala Univ. (Sweden). Inst. of Education.

Pub Date 68

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Articulation (Speech), *Aurally Handicapped, *Communication (Thought Transfer), Deaf, Educational Experience, Elementary School Students, Evaluation Techniques, *Exceptional Child Research, Hard of Hearing, Hearing Loss, Listening Comprehension, Research Reviews (Publications), Speech Evaluation, *Speech Handicapped, Speech Skills, Speech Tests, Testing

To develop a simple, inexpensive technique to quantify speech comprehension of pupils (aged 7 to 13) in special schools for the deaf, the verbal responses to pictures by 111 pupils were judged for intelligibility by untrained listeners. Pupils were asked to identify 30 pictures; their taped replies were judged by listeners who wrote down what they thought they heard. The recording phase gave a measure of spoken vocabulary (SV) while the playback phase yielded a score for number of words correctly understood by the judges (UV). The ratio UV/SV gave a measure of speech comprehensibility (SC). Analysis of the data revealed that vocabulary and speech intelligibility increased with number of years in school (UV, p. 001; SV and SC, p. 005). Rank orders of speech quality were positively correlated with scales UV and SC; a moderate correlation existed between scales UV and SC and amount of residual hearing. The investigators concluded that judgment of speech intelligibility could be done reliably by untrained listeners, that quantity of speech production had little connection with speech comprehension within each grade, that results were similar for both understood vocabulary and speech comprehensibility, and that the magnitude of residual hearing is a poor predictor of both vocabulary and speech comprehension. (JB)

ED 026 764

EC 002 756

Martin, Lynda J.

Psychological Investigations in Creativity; A Bibliography (1954-1965).

Spons Agency—Richardson Foundation, Greensboro, N.C. Creativity Research Inst.
Pub Date Nov 65

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—Bibliographies, Cognitive Ability, Cognitive Processes, Concept Formation, Creative Ability, Creative Development, *Creativity, Creativity Research, Divergent Thinking, *Exceptional Child Research, Individual Characteristics, Intellectual Development, Intelligence, *Learning, Learning Processes, Personality, Productive Thinking

Listed alphabetically by author are 996 references on experimentation and investigation in the area of creativity since 1954. Included are all articles which have appeared in Psychological Abstracts since 1954, unpublished doctoral dissertations, masters theses, papers, and reports. (AJ)

ED 026 765

EC 002 812

Report of a Committee for a Comprehensive Plan for Hearing Impaired Children.

Illinois Commission on Children, Springfield, Ill. Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield; Illinois Univ., Urbana. Div. of Services for Crippled Children.

Pub Date May 68

Note—80p.

Available from—Illinois Commission on Children, Room 1010, Myers Building, Springfield, Illinois 62701.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Administration, Auditory Evaluation, *Aurally Handicapped, Clinical Diagnosis, Educational Needs, Educational Programs, *Exceptional Child Services, Identification, Incidence, Interagency Coordination, Parent Counseling, Prevention, Professional Personnel, *Program Planning, Psychiatric Services, Social Recreation Programs, *State Programs, Vocational Rehabilitation

Identifiers—Illinois

The results of a 2 1/2-year study to formulate an overall plan utilizing and coordinating existing services for hearing impaired children are reported. The definition, classification, incidence, and prevention of hearing impairment and the orientation of professional personnel are discussed. Recommendations are given for identification and medical referral of children with hearing impairment in terms of classification, personnel requirements, identification procedures for preschool and school age children, hearing examinations, and test equipment. Illustrative materials include an audiogram, a scale of hearing handicap, tabular representations of degree of impairment as related to educational needs, screening frequencies, and permissible noise levels for screening. Also considered are the following services for the hearing impaired: parent counseling; education of hearing impaired children; role of university clinics and laboratory schools; psychiatric and social services; rehabilitation and employment; and coordination of services. (JB)

ED 026 766

88

EC 002 910

A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Interim Progress Report.

Union Township Board of Education, N.J. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 68

Grant—OEG-3-7-703564-4312

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Exceptional Child Research, *Identification, Inservice Teacher Education, Kindergarten Children, *Learning Disabilities, Motor Development, *Perception, Perceptual Development, Perceptually Handicapped, Perceptual Motor Coordination, Program Planning, Psychomotor Skills, Screening Tests, Sensory Training, Special Programs, Teacher Workshops, *Teaching Methods

Identifiers—Title III

Designed as a perceptual enrichment program for all kindergarten children, the project also emphasizes intensive perceptual training for children manifesting deficiency in this area of development. Screening was done of 869 pre-kindergarten children; those scoring in the lowest 5% on any one or more of the subtests or falling in the lowest 10% of the total scores were given training 4 days a week in groups of six. Children not receiving intensive training were given in-

struction on the 5th day. Training was in deficit modalities concomitant with reinforcement of the stronger modalities and included warm-up, form perception, and gross motor exercises. A weekly workshop was held for the perception teachers and inservice training provided for all kindergarten and primary teachers. Videotaping was also done. Parent and teacher reaction was favorable. Preliminary planning is outlined, and projected plans for the full 3 years of the study are detailed. An appendix lists the instruments used for screening, and the program of a Title III workshop is included. (JD)

ED 026 767

EC 002 930

Mallison, Ruth

Education as Therapy; Suggestions for Work with Neurologically Impaired Children.

Pub Date 68

Note—166p.

Available from—Special Child Publications, Seatle, Washington (\$3.50).

Document Not Available from EDRS.

Descriptors—Behavior, Behavior Change, Educational Diagnosis, *Educational Therapy, *Exceptional Child Education, Family (Sociological Unit), Home Programs, Individualized Instruction, Instructional Materials, Interpersonal Relationship, *Learning Disabilities, Neurologically Handicapped, Parent Participation, Play Therapy, Preschool Children, Program Development

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents' role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included. (DF)

ED 026 768

EC 003 029

Maryland State Comprehensive Mental Retardation Plan.

Maryland State Board of Health and Mental Hygiene, Baltimore.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jun 66

Note—54p.

Available from—State Board of Health and Mental Hygiene, 301 West Preston Street, Baltimore, Maryland 21201.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Cooperative Programs, Custodial Mentally Handicapped, Educable Mentally Handicapped, *Educational Needs, *Exceptional Child Research, Guidelines, Identification, Incidence, Interagency Coordination, *Mentally Handicapped, Population Distribution, *Program Planning, Services, *State Programs, Trainable Mentally Handicapped, Vocational Education

Identifiers—Maryland

The comprehensive state plan which is reported was developed over an 18-month period by nine cooperating task forces and uses federal, state, and community resources. After an outline of 10 priority recommendations for the state, a general discussion of mental retardation is given which includes estimates of prevalence at city, state, and national levels. The plan for services assesses present and future specifics on prevention, diagnosis, and treatment at seven age levels from birth through adulthood and old age. Tables present levels of retardation, Maryland's five geographic areas, population projections in those five geographic areas, estimates of retarded persons by geographic regions, services provided in 1965, and agency responsibility for services. A directory of available services in each area of the state is also included. (DF)

ED 026 769

EC 003 038

Hall, David And Others

To Develop Work Evaluation and Work Training Techniques Designed to Facilitate the Entry of Mildly Mentally Retarded into Service Occupations. Final Project Report.

Institute for the Crippled and Disabled, New York.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 31 Aug 65

Grant—RD-1588-P65

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Curriculum Design, Custodian Training, Educable Mentally Handicapped, *Exceptional Child Research, Food Service Workers, Health Services, Job Analysis, Job Skills, Job Training, *Mentally Handicapped, Occupational Surveys, On the Job Training, Program Design, *Program Planning, Rating Scales, Service Occupations, Service Workers, *Vocational Rehabilitation, Vocational Training Centers

Identifiers—Tower System

A project to develop a system of vocational evaluation and training to help the mildly mentally retarded (IQ 50 to 79) enter certain service occupations is described. Methods of procedure are discussed; these include research reading and surveys of both facilities for the retarded and commercial facilities. Specifications of jobs are presented in analysis charts; basic job factors and related work factors are outlined. Job activities and a training curriculum outline are given for the areas of janitorial and building maintenance, food service and handling, and hospital service work. Additional discussions are of on-the-job experience, and recommendations for the demonstration project including the project staff, client source, program schedule, and an outline of the proposed demonstration project. Eleven exhibits are presented giving further information on the job survey and on job evaluation; a bibliography lists 32 items. (LE)

ED 026 770

EC 003 040

Hastbacka, Edwin A.

[Development of an Occupational Training Center for the Mentally Retarded.] Final Project Report.

Worcester Area Occupational Training Center for the Mentally Retarded, Mass.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Report No.—P-977-D

Pub Date 30 Jun 66

Grant—VRA-AG-977

Note—89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—Adjustment (to Environment),

*Community Programs, Educable Mentally Handicapped, Employee Attitudes, Employer Employee Relationship, *Exceptional Child Research, *Mentally Handicapped, Multiply Handicapped, Prediction, *Program Planning, Sheltered Workshops, Trainable Mentally Handicapped, Vocational Followup, *Vocational Rehabilitation

The Occupational Training Center prepared mentally retarded young adults (over age 15, IQ range 30 to 70, average IQ 55) who were beyond regular schooling for competitive employment. The training program consisted of 60 to 90 mentally and multiply handicapped students per year (35 at a time) and used subcontracts from local businesses. The retardate's initiative or ambition was found to be the most important factor for predicting future job success and the most important person to work with to insure permanency after job placement was the shop foreman. Followup indicated that over 100 who were employed in a 4-year span have been working from 30 days to 3 years and earn \$1.25 to \$2.75 per hour, a permanent employment rate of 50%. Aspects of the Comprehensive Care Center are described: the Occupational Training Center, a nursery for public school preparation, a day care program, a prolonged employment shop, and social development and recreational programs for all groups. Guidelines for administrative planning and duties are included. (SN)

ED 026 771

EC 003 043

Bateman, Barbara D.

Interpretation of the 1961 Illinois Test of Psycholinguistic Abilities.

Pub Date 68

Note—108p.

Available from—Special Child Publications, Seattle, Washington (\$3.00).

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Exceptional Child Education, Expressive Language, Handicapped Children, Identification, *Language, Language Ability, Language Handicapped, Language Tests, Learning Disabilities, Mentally Handicapped, *Psycholinguistics, Reading Ability, Receptive Language, Sociolinguistics, Speech Handicapped, Testing, Test Interpretation, Test Reliability, Test Results, *Tests

Identifiers—*Illinois Test of Psycholinguistic Abilities, ITPA

The Illinois Test of Psycholinguistic Abilities (ITPA) is treated in terms of the ability measured, hints for administration and scoring, and questions often asked for each of the nine subtests. Typical profiles are described and analyzed for mentally retarded, kindergartners, slow learners, culturally disadvantaged, Negroes, good and poor readers, articulation defective, aphasic and aurally handicapped, visually handicapped, cerebral palsied, and gifted. The ITPA and reading are discussed with profiles and tentative generalizations made. Patterns of deficiencies in profiles corresponding to the three dimensions of language postulated in the model of the ITPA and individual ITPA profiles are interpreted for visual problems, the Strauss Syndrome, shyness, encoding disability, and an effeminate mentally retarded male. Auditory vocal channel disabilities are discussed in detail with graphs. The reliability of clinical judgment is treated and considerations for comparing and contrasting profiles with different subtest scores are given. A 122-item bibliography and a total of 43 profiles are included. (SN)

ED 026 772

40

EC 003 202

Luterman, David M.

A Parent-Centered Nursery Program for Preschool Deaf Children. Interim Report.

Emerson Coll., Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2069

Pub Date Oct 67

Grant—OEG-1-6-062069-1591

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Aurally Handicapped, Behavior Change, Counseling Instructional Programs, Deaf, Evaluation Needs, *Exceptional Child Research, Group Discussion, Hearing Therapy, Language Development, Parent Attitudes, *Parent Education, Parent Participation, *Preschool Children, Speech Instruction, Staff Orientation, Tutoring

Identifiers—Tracy Correspondence Course

To try to produce more capable deaf children through early parental education, eight families participated in a 2-semester program. Parents observed the children, aged 18 months to 3 1/2 years, receiving language stimulation in free play in a nursery and observed individual therapy based on the Tracy Correspondence Course. Non-directive group meetings encouraged parents to find their own solutions to problems. Therapists met with parents to discuss the goals and techniques of therapy; parents administered therapy first to another child and then to their own. Lecture type and fathers only meetings were also held. Evaluation of program success based on staff observations indicated growth and change in all of the children and in many parents. Almost all children were lipreading, using speech meaningfully, and performing better in social and play situations. Parents seemed to be helped in resolving their initial confusion, in getting the problem of having a deaf child into perspective, in recognizing that the child was primarily language handicapped, and in appreciating the job of the therapist. (RP)

ED 026 773

EC 003 257

Bluhm, Donna L.

Teaching the Retarded Visually Handicapped; Indeed They Are Children.

Pub Date 9 Oct 68

Note—127p.

Available from—W.B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (\$4.50).

Document Not Available from EDRS.

Descriptors—Art, Blind, Braille, Creativity, *Curriculum, *Exceptional Child Education, Hand-

icrafts, Instructional Materials, Mathematics, Mentally Handicapped, *Multiply Handicapped, Music, Poetry, Reading, Reading Readiness, Recreation, Sciences, Self Care Skills, Self Expression, Social Studies, *Teaching Methods, Visually Handicapped

Guidelines for a program of instruction with individual teaching for retarded blind children are provided. Areas covered are living skills, handwork, learning through music, reading readiness, recognition of the braille alphabet, mathematics, science, social studies, self expression and creativity, recreation, and suggested poetry and songs. Five appendices discuss regional educational centers for the blind, parent-child relations, adjustment problems, and learning from and teaching the children. Photographs of 19 teaching aids are provided. (LE)

ED 026 774

EC 003 263

A Planning Study for a Cooperative State-Wide Orientation and Mobility Program for the Blind in Oregon. Project Report.

Multnomah School District Number 1, Portland, Ore.

Pub Date 20 Jun 68

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Administration, Blind, Cooperative Programs, Demography, Educational Needs, *Exceptional Child Services, Federal Aid, Guidelines, Incidence, Mobility Aids, Partially Sighted, Program Descriptions, *Program Planning, Program Proposals, State Agencies, *State Programs, Travel Training, *Visually Handicapped, *Visually Handicapped Mobility, Visually Handicapped Orientation

Identifiers—Elementary Secondary Education Act III, ESEA Title 3, Oregon

An introduction on blindness is followed by a summary of the initial planning grant proposal for cooperative statewide orientation and mobility program for blind children. Background, development, and utilization of mobility-orientation training are discussed in conjunction with educational programs, guide dogs, canes, mobility readiness, instruction, guidelines, and recent research. Four organizations described are the Special Services Section of the State Department of Education, the Portland Regional Facility for the Blind, the Oregon Commission for the Blind, and the Oregon State School for the Blind. Considered are the incidence and prevalence of blindness; out-of-state programs mentioned include Catholic Charities of Chicago, Hines Veterans Hospital, Detroit Public Schools, Fernald State School, and Perkins School for the Blind. Recommendations and proposed schedule of implementation, concluding statements, and time schedule of project events are presented; also included are a 41-item bibliography, the planning grant application, and letters of support. (LE)

ED 026 775

EC 003 340

Jervis, George A., Ed.

Expanding Concepts in Mental Retardation: Scientific Symposium of the Joseph P. Kennedy, Jr. Foundation (3rd, Boston, Massachusetts, 1966).

Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date 68

Note—262p.

Available from—Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Document Not Available from EDRS.

Descriptors—*Biological Sciences, Community Programs, Cultural Disadvantage, *Environmental Influences, *Exceptional Child Research, Genetics, Institutionalized (Persons), *Learning, *Mentally Handicapped, Mongolism, Neurology, Nutrition, Operant Conditioning, Physical Fitness, Physiology, Recreation, Vocational Rehabilitation

The genetics of mental retardation are discussed in terms of geographical isolates, prospects for prevention of trisomic conditions, population genetics, and cytogenetics of Down's syndrome; problems of neurogenesis described are anabolic pathways of galactose and glucose metabolism, abnormal cell migrations in developing brains, and genetic control; nutrition and undernutrition, and the nervous system and abnormality are also considered. Deprivation factors in mental retardation include institutional factors, day care programs for the disadvantaged, effects of Head Start, and outer directedness in problem

solving. Memory formation in goldfish, the postnatal origin of microtubules, and the role of proteins in neuronal membrane functions are considered in biological basis of learning. Operant techniques in mental retardation involve research on academic education, short term memory and rote learning, instruction in an institution, and establishing tone control and evaluating the hearing of the severely retarded. The socioeconomics of mental retardation, institutionalization, adjustment, community approaches, and rehabilitation of the severely retarded are discussed under rehabilitation. Included in the section on physical performances are physical performances of the trainable retarded, diagnosis and prescription, recreation, the factor structure of motor abilities, and current status of research. (RP)

ED 026 776 EC 003 380

Schmitt, Philip J. And Others
Supervisors and Supervision of Teachers of the Deaf.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 68

Grant—RD-12995

Note—192p.

EDRS Price MF-\$0.75 HC-\$9.70

Descriptors—*Administration, Administrator Evaluation, Administrator Qualifications, Administrator Responsibility, Administrator Role, *Aurally Handicapped, Day Programs, Deaf, *Exceptional Child Research, Graduate Study, Professional Education, Residential Programs, Salaries, School Administration, Standards, *Supervisors, Supervisory Activities, Teacher Experience, Teacher Supervision

Data from 258 supervisors of teachers of the deaf who replied to a self administered questionnaire yielded information on the nature of supervisory programs. Of 108 day supervisors (D), 23% were supervisors only while 77% were also either teachers or administrators. One-third reported three-fourths to full time devoted to supervision; one-third reported one-fourth time or less. Day supervisors were responsible for wider age ranges of children and types of teachers supervised and tended to receive better salaries. Of 150 residential supervisors (R), one-third were supervisors only, 93% worked with teachers of the deaf only, and two-thirds reported three-fourths to full time supervision. Both groups spent similar amounts of time per month with teachers; the majority had master's degrees (D-group 82%, R-group 67%); and degrees in deaf education, audiology, or speech correction were held by one-half of the D-group and one-third of the R-group. Results indicate a need for more supervisors, improvement in the quality of supervision, setting of standards for supervisory personnel, and professional consideration of these problems. (JB)

ED 026 777 EC 003 382

Thompson, William W.

The Establishment of a Systematic Program of Mobility Instruction for Blind Persons in the District of Columbia. Final Report.

District of Columbia, Dept. of Vocational Rehabilitation, Washington, D.C.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 31 Aug 67

Grant—RD-1415-D-66-C2

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Age Differences, Attitudes, Blind, Case Records, Demonstration Projects, *Exceptional Child Research, Home Programs, Mobility Aids, Partially Sighted, Personal Adjustment, Program Evaluation, Travel Training, *Visually Handicapped, *Visually Handicapped Mobility, Visually Handicapped Orientation, Vocational Rehabilitation

Identifiers—District of Columbia

To train blind persons in the use of the long cane mobility technique and to reach a variety of clients, a demonstration used the trainee's home as a base of operation. Of 198 referrals during the 3-year project, 61 persons started training and 42 persons between the ages of 12 and 92 successfully completed the instruction. Trainees began to learn independent foot travel in their own homes, then moved to an unfamiliar indoor

setting. Successful indoor mobility was followed by training outdoors in a quiet residential area with stress on mastering the mechanical aspects of cane manipulation. A semicongested area was visited next; the trainee learned to locate some stores and to ride a bus. The last phase of training was in a heavily congested area involving exposure to more distractions. Successful trainees were those who achieved a level of travel proficiency commensurate with their physical, emotional, or mental capacity. Case histories are included. (LE)

ED 026 778 EC 003 383

Horn, Charles J., Jr. Bowers, Norman E.

Federal Involvement in the Education of Exceptional Children: A Review of Legislation.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Pub Date Nov 68

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Demonstration Projects, Educational Needs, Educational Research, Educational Trends, Equalization Aid, *Exceptional Child Education, Facilities, *Federal Aid, Federal Legislation, Financial Support, Handicapped Children, *Legislation, Professional Education, Public Policy, Review (Reexamination), Special Services, State Federal Aid, Training Allowances, Vocational Rehabilitation

Intended as a reference to statutes which provide federal aid, federal laws from 1949 to 1968 having provisions for education of the handicapped are listed and described, a total of 62 pieces of basic legislation and 12 extensions and authorizations. The legislation is in the areas of research, training, demonstration, and construction, and characterized as direct or indirect aid. Appropriations laws, public law authorizations, and selected appropriations are listed; 25 references are included. Landmark legislation and trends in federal policy are identified and both implications and suggestions are given for future legislation. (LE)

ED 026 779 EC 003 386

Reading Instruction in the Junior High Special Curriculum.

Baltimore City Public Schools, Md.

Pub Date 67

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—*Curriculum, Curriculum Guides, Curriculum Planning, Developmental Reading, Directed Reading Activity, Educable Mentally Handicapped, *Exceptional Child Education, Handwriting, Junior High School Students, Language Arts, *Mentally Handicapped, Phonetic Analysis, *Reading, Sequential Reading Programs, Spelling, Structural Analysis, *Teaching Methods, Vocabulary Development

Identifiers—Baltimore, Maryland

The reading program for the junior high special curriculum which is described uses a protective vocabulary of about 100 words and phrases, experience charts, incidental materials, and basal texts. Basic considerations of the functioning of mentally handicapped children are used in determining the scope of the program; instructions are given for using types of reading procedures, including protective vocabulary, the experience story approach, and directed reading. Also considered are planning for directed reading activity, establishing a reading program, and developing comprehension and word recognition skills with both structural and phonetic analysis. Skill assignments and a developmental sequence of reading skills are given. The goals of the English program, the spelling and handwriting units, and the rewriting of reading materials are described. Illustrations and examples are given for the material and a 21-item bibliography is included. (SN)

ED 026 780 EC 003 388

Cruickshank, William M. And Others

The Preparation of Teachers of Brain-Injured Children. Syracuse University Special Education and Rehabilitation Monograph Series 8.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Syracuse Univ., N.Y.

Pub Date 28 Oct 68

Grant—MH-7559

Note—203p.

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$6.50).

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Controlled Environment, Course Organization, *Curriculum, Demonstration Programs, *Exceptional Child Research, Followup Studies, Graduate Study, *Learning Disabilities, Masters Degrees, Minimally Brain Injured, Perceptually Handicapped, Program Evaluation, School Systems, *Teacher Education, Teacher Evaluation, Teacher Improvement, *Teaching Methods

To prepare teachers to work with brain injured and hyperactive children, a training program leading to a master's degree was developed. Forty-seven teachers, chosen by their school systems, took both foundation and specialization courses and participated in a seminar which included study of theories and methods, collateral reading, projects, preparation of pre-academic materials, and activities related directly to children. Teachers also participated in staff meetings, the administrators' seminar, and field experiences. A demonstration class of eight boys (aged 7 to 13) served as a focal point for discussion; room modification and teaching methods followed the concepts of Strauss and Lehtinen. Followup studies were done of all teacher graduates: 33 were employed to teach brain injured children and seven to teach the emotionally disturbed. Beyond familiarity with similar concepts and knowledge of certain materials and skills, there were major differences in the way the teachers used their training. Previous training and experience, personality, reasonable disagreement, and attitude of the local school system were factors influencing adoption of the suggested methods. Results indicated that local school systems should be more basically involved in the training process. (RP)

ED 026 781 EC 003 402

Adapted Physical Education Program. 1968 Report.

Pittsburgh Public Schools, Pa. Office of Research.

Pub Date 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Administration, Clinical Diagnosis, Etiology, *Exceptional Child Research, Individualized Instruction, *Physical Education, Physical Fitness, *Physically Handicapped, Program Evaluation, Rating Scales, Remedial Programs, Special Classes, *Special Health Problems, Staff Role, Teacher Qualifications

A program was introduced in 1965 to provide individualized physical education for students in grades 1 through 12 who could not participate in regular physical education programs. Twenty-one schools and 1,640 students with a variety of conditions participated. The most frequent limitations of participants were low physical fitness, overweight, and curvature of the spine. Pupils attended an average of two 45-minute classes a week where they engaged in regular physical education activities adapted to their specific needs. Measurement of program effectiveness revealed that although the number of schools having the program increased, the number of students served decreased, and there was no difference in improvement of students with low physical fitness related to whether they had one, two, or five classes per week. Instructors estimated that 30% of participants reached maximum improvement, 44% showed moderate improvement, 17% minimal improvement, and 9% no improvement. Of the students, 16% were returned to regular physical education classes. Administrative considerations are included. (LE)

ED 026 782 EC 003 403

Geiman, G.N. And Others

Developing Learning Readiness: A Visual-Motor-Tactile Skills Program. Teacher's Manual.

Pub Date 68

Note—124p.

Available from—McGraw-Hill Book Company, Webster Division, Manchester Road, Manchester, Missouri 63011.

Document Not Available from EDRS.

Descriptors—Elementary School Students, *Exceptional Child Education, Eye Hand Coordination, Eye Movements, Kinesthetic Perception, Learning Readiness, Memory, Motor Development, Perception, *Perceptual Motor Coordination, Physical Activities, Preschool Children, Sensory Training, Space Orientation, Tactile Perception, *Teaching Methods, Visual Discrimination, Visualization

A flexible program for preschool, primary grades, or remedial classes provides opportunities

for the child to achieve readiness for learning through the development of visual, motor, and tactile skills. A cardboard doll is discussed which may be utilized by the teacher and children in a variety of gymnasium routines to increase knowledge of body movements. Activities are described to enhance balance using the walking beam; also described are routines for practice in eye hand coordination and eye movement. Instructions are given for exercises to improve form perception and visual memory. Space, material, and equipment needs are specified. (LE)

ED 026 783 EC 003 428
A Program of Education for Exceptional Children in Oklahoma.

Oklahoma Curriculum Improvement Commission, Oklahoma City; Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

Report No.—BULL-SE-7

Pub Date 68

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Administration, Class Organization, Counseling Services, Counselor Role, Curriculum, *Exceptional Child Education, Guidance Centers, Guidelines, Handicapped Children, Identification, Incidence, School Social Workers, Special Services, *Standards, State Departments of Education, State Legislation, *State Programs, Supervisors, Teacher Certification, Teacher Qualifications

Identifiers—Oklahoma

The guidelines for the establishment or improvement of services for students who need special attention cover law and state board regulations, teacher qualification and certification, and state and local administrative responsibilities. Also considered are the definition, incidence, and identification of the following handicapped groups and the establishment and organization of classes for them: the educable and trainable mentally handicapped, physically handicapped, speech handicapped, visually and aurally handicapped, emotionally disturbed, and learning disabled. Listings are given of the role and qualifications of the visiting counselor, special services for homebound students, provision for guidance services, and the role and qualifications of directors of special education. A roster of 14 regional and five community guidance centers, one child study center, and one child medical center is provided. (LE)

ED 026 784 EC 003 429
Study of Emotionally Disturbed Children.

Illinois Commission on Children, Springfield. Interdepartmental Committee on Children and Youth.

Pub Date Nov 67

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Agency Role, Case Records, Caseworker Approach, Community Agencies (Public), *Emotionally Disturbed, *Exceptional Child Research, Hospitalized Children, Institutional Facilities, Institutionalized (Persons), Interagency Coordination, Interinstitutional Cooperation, Private Agencies, Program Evaluation, Psychiatric Hospitals, Psychiatric Services, Rehabilitation, Services, *State Programs

Identifiers—Illinois

Of the 720 emotionally disturbed children under 18 years of age in state mental institutions, 150 were selected by the Illinois Interdepartmental Committee for intensive study; 35 youths were also selected by the Illinois Youth Commission as being in need of mental treatment. Two schedules were designed for automatic data processing and cases were reviewed by two committee members, two social workers, and two child psychiatrists. The 17.8% who were designated as inappropriately hospitalized more often presented problems in management and training (as from moderate to severe retardation) and none was psychotic. The 8.6% judged hospitalized for an inappropriately long time were characterized by socially unacceptable behavior due to psychotic break. Findings and recommendations considered the institutions' programs, comprehensive treatment plan for each child, release planning and aftercare, the roles of disciplines, case records, and communication between agencies. The lack of community resources, early problem identification and prevention, modification of the child's

environment, community programs to handle the acting out child, and guardianship were judged for each child's community; and the institution-community relationship was treated. (SN)

ED 026 785 EC 003 430
An Introduction to Development of Curriculum for Educable Mentally Retarded Visually Handicapped Adolescents.

American Foundation for the Blind, New York, N.Y.

Pub Date 68

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Adolescents, Arithmetic, Communication Skills, *Curriculum, Educable Mentally Handicapped, *Exceptional Child Education, Family Life Education, Health, Industrial Arts, Language Arts, *Mentally Handicapped, *Multiply Handicapped, Physical Education, Sciences, Social Studies, Teaching Methods, Travel Training, *Visually Handicapped, Visually Handicapped Mobility

Suggestions for curriculum development for educable mentally handicapped, visually handicapped students aged 13 to 18 years are presented. A discussion of communication skills includes the areas of listening, oral communication, reading, writing, and spelling and teaching methods for each. The goals of the computation skills sequence, basic understanding of mathematical concepts, and transfer of knowledge to other situations are discussed along with skills to be taught. Units are described for instruction in family and social living and health; also described is an industrial arts program involving machine operation techniques, woodworking, metal working, power mechanics, home repairs, electricity, and ceramics. Uses of a sighted guide, arm positions, trailing, squaring off, direction taking, orientation with others and self orientation, and skill testing are outlined in the unit on orientation and mobility. Recommendations are also made in the fields of physical education, science, and social studies. (LE)

ED 026 786 EC 003 433
Design for All Americans. A Report of the National Commission on Architectural Barriers to Rehabilitation of the Handicapped.

Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Dec 67

Note—39p.; A report of the National Commission on Architectural Barriers to the Rehabilitation of the Handicapped.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Architecture, Building Design, Design Needs, *Exceptional Child Education, *Facilities, Facility Guidelines, Facility Requirements, Government (Administrative Body), Handicapped, Legislation, *Physically Handicapped, Publicize, Research Needs, Senior Citizens, Standards

The need for environmental improvement to benefit the handicapped and the elderly is stated and the following are detailed: priorities for action, the lack of public awareness, progress to date, and reasons why the problem of architectural barriers persists. Listings are provided of the Commission's recommendations for legislation, research and demonstrations, education and information, and other areas. Appendixes name the witnesses before the Commission and members of the federal government liaison group; report on federal, state, and local efforts to eliminate architectural barriers; compare building codes with the American Standards Association Specifications; relate the report of the American Institute of Architects, Potomac Valley Chapter, on barrier free architecture; provide a checklist of publications relating to architectural planning for the physically handicapped; and cite selected references on architectural planning. The transmittal letter and roster of Commission members are included. (JD)

ED 026 787 EC 003 454
Pronovost, Wilbert L. And Others

The Horace Mann Planning Project; A Design for a Comprehensive Center and Educational Program for Communicative Disorders.

Boston Public Schools, Mass.; Boston Univ., Mass.

Spons Agency—Department of Health, Education and Welfare, Washington, D.C.

Pub Date [66]

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Administration, Adult Education, *Aurally Handicapped, Clinical Diagnosis, Cooperative Programs, Day Schools, Deaf, Educational Needs, Elementary Education, *Exceptional Child Education, *Facility Requirements, Financial Support, Hard of Hearing, *Personnel Needs, Professional Training, *Program Planning, Program Proposals, Research Needs, Secondary Education, Vocational Rehabilitation

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, Horace Mann School for the Deaf

The purpose of this project was to develop recommendations and plans for program, personnel, and facilities for a new Horace Mann Center for the Deaf as a replacement for and an expansion of the present school. The project staff's initial proposal took into account the existing background, programs, and needs of the deaf in Massachusetts. The overall recommendations at this stage of the project called for construction on the same site as a new elementary school; establishment of satellite elementary and resource secondary classes; an evaluation center; a nursery-kindergarten unit which would include parental involvement; an elementary school unit; a secondary level-adult unit; common facilities such as library, instructional material center, cafeteria, auditorium, physical education and recreational facilities, prevocational industrial arts and home economic areas; and preparation of professional personnel and research programs. Areas requiring further planning include enrollments and size of faculty, planning the adjacent elementary school, costs and funding, administrative structure, recruiting and hiring of personnel, professional training, the problems of residential facilities and non-aural systems of communication, and vocational rehabilitation of deaf adults. Appendixes and a 138-item bibliography are presented. (Author/RP)

ED 026 788 48 EC 003 479
Semmel, Melvyn I. And Others

The Brain As a Mixer, I. Preliminary Literature Review: Auditory Integration. Studies in Language and Language Behavior, Progress Report Number VII.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Sep 68

Contract—OEC-3-6-061784-0508

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Audition (Physiology), Auditory Discrimination, Auditory Perception, Auditory Tests, *Aurally Handicapped, Aural Stimuli, Clinical Diagnosis, *Exceptional Child Research, *Identification, Learning Disabilities, Minimally Brain Injured, *Neurological Defects, Neurologically Handicapped, Neurology, Perception, Research Reviews (Publications), Sensory Integration

Methods to evaluate central hearing deficiencies and to localize brain damage are reviewed beginning with Bocca who showed that patients with temporal lobe tumors made significantly lower discrimination scores in the ear opposite the tumor when speech signals were distorted. Tests were devised to attempt to pinpoint brain damage on the basis of auditory tests; Jerger found that both temporal lobe tumors and brainstem damage could lead to the same results on the tests. Bocca suggested delivering different signals to the two ears to assess the integration or binaural summation of the central neural system. Matzker suggested two individually meaningless sounds presented simultaneously, one to each ear; a normal system would apparently integrate sounds better. Studies by Bocca, Jerger, Sanchez-Longo, Forster, Matzker, Harris, and Hayashi indicated that subjects with organic symptoms showed poorer integration than subjects without these symptoms; however, it was not clear where binaural integration took place. Conclusions were that Matzker's procedure is probably inadequate as a general test to localize brain damage. More research is indicated as the technique shows

promise for studying an organism's binaural integration abilities. (RP)

ED 026 789 EC 003 487
Financial Assistance Programs for the Handicapped.

Department of Health, Education and Welfare, Washington, D.C.

Pub Date 68

Note—94p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Construction Programs, Demonstration Programs, Education, *Exceptional Child Services, *Federal Aid, Financial Support, Grants, *Handicapped Children, Health Services, Income, Manpower Development, Medical Services, Professional Education, Research Projects, Special Services, Training, Vocational Rehabilitation

Identifiers—Department of Health Education and Welfare, DHEW

Federal programs for the handicapped are listed by agency and activity. Information concerning the nature and purpose of programs, eligibility for and methods of application, printed information available, and authorizing legislation is presented for 68 programs in these fields: basic and supportive services, research and demonstration, construction, training, income maintenance, and other programs. The 10 regional offices of the Department of Health, Education, and Welfare are listed along with their addresses, telephone numbers, and states served. (RP)

ED 026 790 EC 003 489

Waldon, Edgar F., Ed.

Differential Diagnosis of Speech and Hearing Problems of Mental Retardates; Workshop on Speech and Hearing Problems of Mental Retardates (Catholic University of America, Washington, D.C., June 13-24, 1966).

Spons Agency—Public Health Service (DHEW), Washington, D.C. Section on Mental Retardation.

Pub Date 68

Grant—MR-0905-A-66

Note—264p.

Available from—Catholic University of America Press, 620 Michigan Avenue, N.E., Washington, D.C. 20017.

Document Not Available from EDRS.

Descriptors—Articulation (Speech), Auditory Evaluation, Auditory Tests, *Aurally Handicapped, Biochemistry, Clinical Diagnosis, Etiology, Evaluation Techniques, *Exceptional Child Research, *Identification, *Mentally Handicapped, Minimally Brain Injured, Neurologically Handicapped, Operant Conditioning, Psychological Evaluation, Speech Evaluation, *Speech Handicapped, Tests

Attention to differential diagnosis and diagnostic and testing procedures provides a framework for articles on the speech and hearing of the mentally retarded. Aspects considered include medical diagnosis, by Philip L. Calcagno; diagnostic evaluation, by Richmond S. Paine; developmental tests as diagnostic tools, by Katerina K. Haka; electrophysiological techniques for testing hearing, by Robert Goldstein; and operant conditioning audiometry, by Lyle L. Lloyd. Edgar F. Waldon discusses threshold techniques and Morton Bortner treats psychological testing of brain injured retardates and psychological evaluation of perceptual deficit. Also described are a study of articulation tests for institutionalized children and diagnostic patterns of articulation, by Irene Blanchard; methods of studying language, by Richard L. Schiefelbusch; and the role of the social worker in diagnosis, by Helen L. Beck. (JB)

ED 026 791 EC 003 655

Architectural Workshop; Conference Report of the Architectural Institute (Portland, Oregon, October 16-17, 1967).

National Association for Retarded Children, New York, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 67

Note—76p.

Available from—National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Aurally Handicapped, Classroom Environment, Design Needs, Educational Facilities, Educational Specifications, *Exceptional Child Education, *Facilities, Facility Requirements, Handicapped, Institutional Environment, Mental Health, *Mentally Handicapped, Multiply Handicapped, Physical Environment, Residential Centers

Conference papers consider designing facilities to meet the needs of the mentally retarded and other handicapped persons. Complete texts and summaries are provided of R.B. Price on environmental design, E.D. Helsel on architectural barriers, H. Gordon on preschool programs and facilities, and H. Palmer on training centers for young adults. Also included are papers by H.W. Maier on living units for institutionalized retarded; O. Kurren on living units for the mild and moderate retarded; W. Johnson on facilities for the deaf; C. Woodcock on facilities for the blind retarded; and J. Falick on joint mental health/mental retardation facilities. Summaries alone are given for 19 additional papers on the theories and needs of architectural design for the handicapped, with attention also paid to the international symposium and to specific types of facilities, such as schools and residential units for the mentally, physically, and otherwise handicapped. (JD)

ED 026 792 16 EC 003 656

Designing Instructional Facilities for Teaching the Deaf: The Learning Module; Symposium on Research and Utilization of the Educational Media for Teaching the Deaf (4th, Lincoln, Nebraska, February 5-7, 1968).

Midwest Regional Media Center for the Deaf, Lincoln, Nebr.; Nebraska Univ., Lincoln. Dept. of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Captioned Films for the Deaf Branch.

Pub Date 68

Contract—OEC-3-7-000199-0199(019)

Note—261p.

EDRS Price MF-\$1.00 HC-\$3.15

Descriptors—Acoustics, Architectural Programming, *Audiovisual Instruction, *Aurally Handicapped, Classroom Design, Classroom Furniture, Deaf, Design Needs, Educational Facilities, Educational Specifications, *Exceptional Child Education, *Facilities, Facility Requirements, Instructional Technology, Lighting, Multimedia Instruction, School Planning

Eleven conference papers treat designing learning modules, or complete instructional facilities, for the deaf. The following aspects are considered: the changing classroom, a multimedia approach to teaching American History, a project design for a special school, and educational implications of architecture for the deaf. Further topics are acoustical design of classrooms for the deaf, the use of amplification in educating deaf children, furnishings in the workshop classroom, and lighting in the learning module. Creating environments for learning, providing through architecture for social needs, and planning the deaf child's complete formal education are also discussed; a report from Captioned Films for the Deaf, conference and discussion summaries, forward, and introduction are provided. Appended are the program and roster of participants. (JD)

ED 026 793 EC 003 658

Edmonson, Barbara. And Others

Social Inference Training of Retarded Adolescents at the Pre-Vocational Level.

Kansas Univ., Kansas City. Medical Center.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 68

Grant—RD-1388-P

Note—171p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—*Attitudes, *Behavior, Behavior Change, Behavior Rating Scales, Comprehension Development, Educable Mentally Handicapped, *Exceptional Child Research, Institutionalized (Persons), Interpersonal Competence, Junior High School Students, *Mentally Handicapped, Prevocational Education, Social Attitudes, Socially Maladjusted, Student Evaluation, Test Reliability, *Tests, Test Validity

Identifiers—Test of Social Inference, TSI

The relationship between the difficulty with which the retarded adolescent decodes visual so-

cial cues and the appropriateness of his social behavior was the basis of a study to determine whether social cue decoding could be taught the retarded in a manner analogous to the teaching of reading and writing, with beneficial behavioral results. The Test of Social Inference (TSI) was developed and used as the before and after criterion of social comprehension. During four trials, 11 classes of retarded adolescents at the prevocational level were provided experimental lessons designed to promote social awareness daily for periods of from 6 to 10 weeks as a part of their special education. Two control classes were provided placebo materials and five were provided contrast materials to supplement their usual curricula, and one control class had no change made in its usual program. All pupils were given social behavioral ratings by their teachers before and after the periods of treatment. The association between social comprehension and social behavior was confirmed by significant correlations between the pupils' TSI scores and their social behavioral ratings ($p=.001$). Improved comprehension as a result of special training was confirmed by significantly higher TSI scores following treatment ($p=.05$). Improved behavior associated with gains in social comprehension was supported by results only of the initial trial. (Author/RP)

ED 026 794 40 EC 003 659

Fudell, Stanley E.

A Regional Approach to Training and Research in the Education of Handicapped Children.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-5-0455

Pub Date Dec 67

Grant—OEG-32-20-7180-1017

Note—67p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Communications, Consultants, Cooperative Planning, Cooperative Programs, *Educational Needs, *Exceptional Child Services, *Handicapped Children, Higher Education, *Program Planning, Questionnaires, *Regional Cooperation, Regional Planning, Research Proposals, State Programs, Teacher Education, Teacher Recruitment, Workshops

Identifiers—Handicapped Children Project, Southern Regional Education Board

The Handicapped Children Project (HCP) was established to ascertain the southern region's needs and resources in special education teacher training programs. It was intended to encourage inservice training, to assist in planning for cooperative use of training and research resources, to provide information to states, and to assist in planning student recruitment. Professionals in the field donated time to attend conferences, to plan, and to do research and writing on activities they had agreed to handle. Consultations were held with schools or agencies with problems; communication by phone, mail, and convention attendance was used to obtain information from various groups, persons, or organizations in the South; assistance was given to colleges to help them in teacher preparation; and research proposals were submitted for funding. A major accomplishment was the avoidance of duplication of efforts by cooperating institutions; other results were preparation of a monograph on special education teachers, improvement of professional standards, establishment of guidelines for state certification, and preparation of a recruiting film. Recommendations for future regional activities and questionnaires used in regional surveys are included. (RP)

ED 026 795 40 EC 003 660

Mutholland, Ann M. Fellendorf, George W.

National Research Conference on Day Programs

for Hearing Impaired Children (Lake Mohonk,

New York, May 10-13, 1967). Final Report.

Alexander Graham Bell Association for the Deaf,

Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-2540

Pub Date 68

Grant—OEG-1-7-002540-2006

Note—162p.

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors—Administration, Admission Criteria, *Aurally Handicapped, Clinical Diagnosis, Community Programs, Cooperative Planning, *Day Programs, Day Schools, Demography, Educational Needs, *Exceptional Child Education, Identification, Incidence, Preschool Children, School Districts, Special Classes, State Legislation, State Programs, Supervisor Qualifications, Teacher Supervision

State needs in public school education for the hearing impaired and steps in the development of comprehensive state planning are presented along with recommendations of conference participants, a summary report, and models for regional planning, day programs, and the team approach. The interest of the Alexander Graham Bell Association and the U.S. Office of Education in day programs and the conference organization are explained. Following an introduction by Eleanor Vorce, topics discussed are the day care program in education by Ann M. Mulholland, organization and administration of a program at state and local levels by Charles W. Watson, demographic and economic criteria in establishing classes by James C. Chalfant, supervision at state and local levels by Hazel Bothwell, and supervision of classroom teachers by Evelyn M. Stahlem. Also included are Janet B. Hardy on early identification, Robert Frisina on diagnostic evaluation and placement, June Miller on admission criteria for day schools, and Mamie J. Jones on coordination of specialists in public school programs. Recommendations for research, a summary of group discussions, and conclusions are provided along with a preliminary conference report, conference program, list of participants, and a 21-item bibliography. (RP)

ED 026 796 EC 003 662

MR 67: A First Report to the President on the Nation's Progress and Remaining Great Needs in the Campaign to Combat Mental Retardation.

President's Panel on Mental Retardation, Washington, D.C.

Pub Date 67

Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Clinical Diagnosis, Community Programs, Cooperative Programs, Day Care Services, Educational Needs, Educational Programs, Etiology, *Exceptional Child Services, Identification, Incidence, Institutional Facilities, Legislation, Medical Treatment, *Mentally Handicapped, Personnel Needs, *Program Evaluation, Research Needs, Vocational Rehabilitation

Yearly statistics are provided to show the increase in services, programs, or personnel for the mentally retarded in the areas of training programs, special education classes, vocational rehabilitation, the foster grandparent program, and diagnostic clinics. The status of 18 programs and their financial need, the decrease in retardation due to measles, and states with phenylketonuria screening and child abuse reporting laws are listed. A map of the United States shows the location of mental retardation facilities constructed under Public Law 88-164; etiological and classification percentages are given. Ten areas needing attention are described: availability of services; manpower recruitment and training programs; use of existing resources at the community level; public-private partnerships in program development, services, and research; establishment of a national information and resource center; research and research utilization; early identification and treatment; social and institutional planning; classification of legal status of the retarded; and imaginative thinking to make new advances possible. (RP)

ED 026 797 40 EC 003 663

Goldman, Ronald

Using the Initial Teaching Alphabet to Improve Articulation. Final Report.

Vanderbilt Univ., Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2417

Pub Date Jan 68

Grant—OEG-2-3252-0450-6011

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Articulation (Speech), Auditory Discrimination, Auditory Tests, *Auditory Training, *Exceptional Child Research, Initial Teaching Alphabet, Instructional Materials, Multisensory Learning, Parent Participation, Phonemics, Phonetic Analysis, Phonetics, *Preschool Children, Research Reviews (Publications), *Speech Handicapped, Speech Improvement, *Speech Therapy, Visual Discrimination, Visual Stimuli

Twenty-four preschool children (aged 3-3 to 5-6) were studied to test the efficacy of newly developed phonemic-visual-oral materials in the correction of articulatory problems. All subjects were given an articulation test and a battery of five tests to measure auditory memory span and intelligence. Twelve children received 50 sessions of instruction, 1 hour long, using the new materials based on the Initial Teaching Alphabet and structured to cover auditory discrimination, sound sequencing, visual discrimination, phonemic synthesis and analysis, and rhyming. A control group of 12 was exposed to traditional articulation therapy procedure. The experimental group made significantly fewer errors in articulation after therapy than the control group based on the Goldman-Fristoe Filmstrip Articulation Test ($p=.05$). No significant difference was found between groups in auditory memory skills and intelligence scores. Conclusions were that the experimental, visual-sound approach has great potential in the modification of misarticulation. (RP)

ED 026 798 40 EC 003 665

Goldman, Ronald

Lessons for Speech Pathologists. Using the Initial Teaching Alphabet to Improve Articulation.

Vanderbilt Univ., Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2417

Pub Date Jan 68

Grant—OEG-32-52-0450-6011

Note—147p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—Articulation (Speech), Audiovisual Aids, Auditory Discrimination, Auditory Training, *Exceptional Child Education, Initial Teaching Alphabet, *Instructional Materials, Kinesthetic Perception, Lesson Plans, Linguistics, Multisensory Learning, Phonemics, Phonetics, *Preschool Children, *Speech Handicapped, *Speech Therapy, Story Reading, Teaching Methods, Visual Stimuli

Designed by speech pathologists for use with preschool children, 54 lessons utilize the Initial Teaching Alphabet (ITA). Beginning with the presentation of a single sound and its ITA symbol, lessons progress systematically through all the symbols; synthesis of the elements into syllables, words, sentences, stories, and general conversation is structured; and the program is graded in difficulty. Materials are provided with the lessons and instructions for the therapists include reference to visual, auditory, and kinesthetic perceptual discrimination. Lessons can be used for either group or individual therapy; each lesson contains activities and a story. Forty-four visual symbols relating to phonemic elements of speech composing the ITA facilitate a multisensory approach to remediation of articulatory disorders. (RP)

ED 026 799 40 EC 003 666

Goldman, Ronald And Others

Using the Initial Teaching Alphabet to Improve Articulation. Children's Workbook and Index for Parents.

Vanderbilt Univ., Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2417

Pub Date Jan 68

Grant—OEG-2-3252-0450-6011

Note—304p.

EDRS Price MF-\$1.25 HC-\$15.30

Descriptors—Articulation (Speech), Auditory Discrimination, Auditory Training, *Exceptional Child Education, *Family (Sociological Unit), Initial Teaching Alphabet, *Instructional Materials, Multisensory Learning, Parent Participation, Phonemics, Phonetic Analysis, *Preschool Children, *Speech Handicapped, Speech Therapy, Synthesis, Teaching Methods, Visual Discrimination, Workbooks

Designed to enable parents to help preschool, speech handicapped children enrolled in a pro-

gram of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Ten activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming. (RP)

ED 026 800 40 EC 003 667

Kenney, Helen J. And Others

Improving the Education of Emotionally Disturbed Adolescents through Educational Programming in Terms of Curriculum and Methods. Final Report.

McLean Hospital, Belmont, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2315

Pub Date Jun 67

Grant—OEG-1-6-062315-1586

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Abstraction Levels, Adolescents, Audiovisual Instruction, Case Records, *Cognitive Processes, Creativity, *Curriculum, *Emotionally Disturbed, English, *Exceptional Child Research, History, Instructional Materials, Language Ability, Learning Characteristics, Perception, Pictorial Stimuli, Student Evaluation, *Teaching Methods, Testing, Unit Plan, Visual Perception

A project to design and evaluate instructional techniques to be used with emotionally disturbed adolescents compared two groups of emotionally disturbed adolescents with normal high school students. Objectives were to evaluate experimental curriculum units and to obtain data to determine to what extent learning difficulties characterize emotionally disturbed adolescents in particular or to what extent they are characteristic of adolescent learning problems in general. One cognitive style dimension investigated was reflection-impulsivity, or a student's disposition to reflect in a problem situation as opposed to an impulsive unconsidered response. The emotionally disturbed students showed a higher degree of impulsivity on one of the two standardized measures used compared to a group of normal controls ($p=.05$). On tests of creativity there were no statistically significant differences between the two groups. Disturbed students showed a greater relationship between creativity and reflection on verbal measures and between creativity and impulsivity on visual measures. Language problems were found to be semantic, not syntactical. Various curriculum units combining visual and verbal materials, and specific intellectual skills training were helpful in improving cognitive functioning. (Author/RP)

ED 026 801 EF 000 009

Schools for America.

American Association of School Administrators,

Washington, D.C.

Pub Date 67

Available from—American Assn. of School Administrators, 1201 Sixteenth St., N.W.

Washington, D.C. (\$7.00)

Document Not Available from EDRS.

Descriptors—Educational Equipment, *Educational Facilities, Educational Finance, Educational Innovation, Educational Methods, *Educational Planning, Educational Programs, Educational Resources, Educational Theories, *Educational Trends, *Instructional Programs, *School Architecture

A broad survey of current educational concepts and their related physical needs is represented. Projected programs of implementation are related to new instructional procedures, while diverse educational situations are presented with possible physical solutions. Such factors as aesthetics, finance, and federal legislative programs are presented in an education context, while such situations as the community junior college and vocational-technical schools are explored in terms of design solutions. The examination of the various concepts, methods, and solutions is clarified through the use of numerous photographs, sketches, and diagrams. (MH)

ED 026 802 EF 000 068
Excellence in Design. A New Potential on the American Campus.
 Office of Education (DHEW), Washington, D.C.
 Report No.—OE-51014
 Pub Date 66
 Note—24p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Campus Planning, *College Buildings, College Planning, *Educational Environment

Tests from five addresses given at a ceremony honoring outstanding examples of American college campus design are presented along with a list of the award winners. Categories included were—(1) general classrooms, (2) science and laboratory buildings, (3) library buildings, (4) graduate and professional schools, and (5) long-range campus development plans. The speakers emphasized—(1) innovative fulfillment of more demanding educational requirements, (2) governmental cooperation with the arts, (3) the need for more stimulating educational environments, and (4) the relationship of campus communities to larger urban units. (MH)

ED 026 803 EF 000 681

Roberts, Charles
Can the Computer Design a School Building?
 National Council on Schoolhouse Construction.
 Pub Date Oct 65

Note—6p. Taken from the Proceedings of the National Council on Schoolhouse Construction, 42 Annual Meeting, Lincoln, Nebraska, October 4-7, 1965.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Architecture, *Automation, *Computers, Critical Path Method, *Methods, Scheduling, *School Buildings, School Location, Simulation, Structural Building Systems
 Identifiers—PERT, Program Evaluation and Review Technique

The implications of computer technology and architecture are discussed with reference to school building design. A brief introduction is given of computer applications in other fields leading to the conclusions that computers alone cannot design school buildings but may serve as a useful tool in the overall design process. Specific examples are given in—(1) production scheduling, (2) detail drawing, (3) CPM and PERT programming, (4) simulation of college space utilization, (5) hospital layout, and (6) site selection. The computer is also described as a design aid, solving structural problems, making sketchpad drawings, graphic stress analysis. Future uses for computers are mentioned based on an expanding and devised technology, and the capability of architects and designers to adapt to new methods. (MM)

ED 026 804 EF 000 682

Hick, Basil L.
Total Energy Systems.
 National Council on Schoolhouse Construction.
 Pub Date Oct 65

Note—6p. Taken from Proceedings of the National Council on Schoolhouse Construction 42nd Annual Meeting, Lincoln, Nebraska, October 4-7, 1965.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Air Conditioning, Building Innovation, *Controlled Environment, *Engineering, *Equipment, Fuels, Heating, Lighting, Maintenance, Personnel, *School Design, School Size, *Systems Approach

A total energy system is a means for providing all of the varied energy requirements for a total plant from a single fuel source. This report evaluates some of the factors which are related to the development and use of total energy systems. The factors include—(1) initial and ultimate size of plant, (2) type and source of fuel, (3) sophistication of the system in the specific fuel, (4) rate of change for energy requirements in total plant, (5) availability of technical personnel to operate plant, (6) ability of organization to employ and retain such technical personnel, and (7) location of system and safety implication. The discussion mentions the conditions and limitations on installation of total energy systems, and stresses the questions to be resolved before making a commitment to this type of system. A list of questions which were raised after the presentation is included. (MM)

ED 026 805 EF 001 078

Classification of Building Areas.
 National Academy of Sciences, National Research Council, Washington, D.C. Building Research Advisory Board.
 Report No.—Pub-1235
 Pub Date 64
 Note—29p.

Available from—Printing and Publishing Office, National Academy of Sciences, National Research Council, Washington, D. C. 20418 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Building Design, *Classification, Controlled Environment, Corridors, *Interior Space, Maintenance, School Size, *Space Utilization, *Standards

A study was undertaken to evaluate existing methods of categorizing areas in buildings for pertinency to the requirements of federal agencies. The concern was primarily with defining classes of area within buildings, rather than allowances per individual, per machine, or other unit. Recommendations include—(1) adoption of a standard set of criteria, (2) comparisons between buildings should include nature of occupancy, intended functions, and site and location, (3) a data collection program should be instituted to provide information for the development of a rational method for evaluation and/or comparing building plans, and (4) a program should be instituted to establish a means of expressing the interrelationships among building areas on a realistic basis. The criteria for classifying, defining, and measuring building areas are given for—(1) gross area, (2) net assignable area, (3) custodial area, (4) circulation area, (5) mechanical area, and (6) construction area. A supplementary discussion includes the area classifications, evaluating building design, and future needs and action. (MM)

ED 026 806 EF 001 258

Grimm, Clayford T. Gross, James G.
Ultimate Cost of Building Walls.
 Structural Clay Products Inst., Washington, D.C.
 Dept. of Engineering and Technology.

Report No.—AIA-FILE-U6

Pub Date Sep 58

Note—41p.

Available from—Structural Clay Products Institute, 1520 18th St., N. W., Washington 6, D. C.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Air Conditioning, *Construction Costs, Heating, Lighting, Maintenance, Space Dividers, Structural Building Systems

The need for economic analysis of building walls is discussed, and the factors influencing the ultimate cost of exterior walls are studied. The present worth method is used to analyze three types of exterior non-loadbearing panel or curtain walls. Anticipated costs are expressed in terms of their present value per square foot of wall area. The financial aspects of the value of money, depreciation, price increases and taxation are reviewed. Initial wall costs are estimated. Formulae are given for calculating the influence of depreciation, speed of erection, heating, air conditioning, illumination, real estate taxes, and usable floor space occupied by the wall. Fourteen examples are given to demonstrate calculation methods for anticipated costs. Typical cases are cited to show the effect of insurance rates and the cost of supporting walls. Maintenance and ultimate salvage value are considered. Twenty-four references helpful to the designer are cited. Charts and tables are provided to assist the designer in computing ultimate wall costs. The authors conclude that aesthetics, engineering and economics are equally important to good architectural expression, but that the variation in the ultimate costs of typical walls may be five hundred percent or more. (RK)

ED 026 807 EF 001 452

Deeb, Norman
School Consolidation, A Case Study.
 Kentucky Univ., Lexington. Coll. of Education.
 Pub Date Sep 67

Note—67p. Bulletin of the Bureau of School Service, v40 n1

Available from—University of Kentucky, Lexington, Kentucky 40506 (\$1.00 postpaid)

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—County School Systems, Curriculum, Instructional Materials, School Buildings, *School Organization, *School Redistricting

The problems of a Kentucky county school consolidation as related to its educational program were examined in this case study. Questions about the changes in the instructional program included—(1) what were differences in purposes of the schools, (2) what are the differences in the organization structure, (3) what are the changes in facilities resulting from consolidation, (4) what are the changes in curriculum, content, (5) what are the differences in the instructional materials, and (6) what is the effect of consolidation upon the professional staff before and after consolidation? Background of the problem included a historical sketch, reasons for consolidation, evaluation of changes after consolidation, and hypotheses for future attempts to solve school district reorganization. Components of the instructional program were found to be related to each other and to the whole. Changes resulted from the board of education providing an instructional program to better meet the needs of all the students. New and better facilities with more adequate instructional materials and equipment were necessary when consolidation occurred. (BD)

ED 026 808 EF 001 562

Development Index, A Proposed Pattern for Organizing and Facilitating the Flow of Information Needed By Man in Furthering His Own Development, With Particular Reference to the Development of Buildings and Communities and Other Forms of Environmental Control.

Michigan Univ., Ann Arbor.

Pub Date 53

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Behavioral Sciences, Classification, Community Development, Construction Industry, Cultural Factors, *Design Needs, *Environmental Criteria, Housing, Human Development, Indexes (Locators), Indexing, *Information Systems, Management, *Natural Resources, Questionnaires, Research, Taxonomy

The organization of knowledge related to the development of the environment and the building industry is provided in this index which provides a framework or classification system for a broad range of information. Man's development in terms of environmental structuring and control is discussed as development goals, development cycle, and development means. The subdivision within the index includes—(1) the cosmos or natural sciences, (2) man's physiology, and psychology, and (3) culture as fields of activity, concepts, organizations, and things. The discussion also mentions information flow, research questionnaires, and servicing of information. Details are given for questionnaires directed toward the discovery and analysis of dwelling and community needs. (MM)

ED 026 809 EF 001 580

Bryan, N. W.
The Computer and the Building Design Process.
 American Inst. of Architects, Washington, D.C.
 Pub Date Oct 67

Note—8p. Speech presented at the AIA Architect-Researchers' Conference, Gatlinburg, Tennessee, October 24-26, 1967.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Building Design, Computer Programs, *Computers, Cybernetics, *Data Processing, Design, Electronic Data Processing, *Information Processing, Programming

An architectural computer system was developed using modern small scale computers, to ease the interaction and conflict within the design team during the design process. The original proposal included an information file, a mathematical building model, and a subsystems (electrical, cost estimating, etc.) model. Due to unanticipated problems, the system was reduced to a limited building model, a material systems file, and a cost estimating capability with additional subsystems to follow soon. The system, as now operating, is of greatest value in cost estimating, giving a day-to-day cost picture. (JT)

ED 026 810 EF 001 590

Fincher, Cameron, Ed.
An Annotated Bibliography of Institutional Research 1966-67.

Association for Institutional Research, Knoxville, Tenn.

Pub Date 67

Note—44p.

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Annotated Bibliographies, College Planning, Educational Facilities, *Educational Planning, Facility Utilization Research, *Higher Education, *Institutional Research, Master Plans, Methods Research, *Research Reviews (Publications), Scheduling

Documents contained in this bibliography were submitted by the AIR (Association of Institutional Research) members as significant source materials. General categories are as follows—(1) goals and long-range planning, (2) administration and faculty, (3) curriculum and instruction, (4) space utilization and scheduling, (5) student characteristics, (6) recruitment and admissions, (7) prediction and academic performance, (8) perception of the college environment, (9) retention, attrition, and transfer, and (10) miscellaneous. Entries range from state-wide master plans for higher education and a comprehensive national survey of educational research to brief statistical summaries of specific data. (BH)

ED 026 811

EF 001 819

Smith, J. McCree And Others

Fundamentals of Physical Plant Management, Planning, and Construction.

National Association of Physical Plant Administrators of Universities and Colleges, Richmond, Ind.

Pub Date May 66

Note—50p.

Available from—National Association of Physical Plant Administrators of Universities and Colleges, Richmond, Indiana (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Administrator Responsibility, Campus Planning, Contracts, Facility Case Studies, *Facility Improvement, *Higher Education, *Maintenance, Master Plans, *Personnel Selection, *Physical Facilities

Principles for guiding the administrative officer in charge of developing a service organization on a campus and a brief description of main components of plant planning are given. The rationale and implementation in areas of personnel, finance, and facilities are discussed and recommendations for maintaining a physical plant planning office are outlined. Particular stress is given to delineation of the respective areas of responsibility of institution administrators and physical plant administrators. (HH)

ED 026 812

EF 001 860

William Rainey Harper College.

Caudill, Rowlett and Scott, Houston, Tex.

Architects; Fridstein and Fitch, Chicago, Ill.

Pub Date [68]

Note—46p.

Available from—Caudill, Rowlett & Scott, P. O. Box 22427, Houston, Texas 77027

Document Not Available from EDRS.

Descriptors—*Campus Planning, Climate Control, Climatic Factors, *Community Colleges, Developmental Programs, Educational Programs, *Facility Guidelines, *Master Plans, School Planning, *Site Development

A survey of the long range planning of a community college serving five suburban townships. The background is traced in terms of—(1) the educational program and its objectives, (2) site characteristics, (3) climatic factors, and (4) planning requirements and concepts. The informal "village street" plan is illustrated with accompanying notes on building footage, atmosphere, and phased development. Seven photographs of the site and building models are included along with a rendered perspective. (MH)

ED 026 813

EF 001 953

Direct Multizone System.

Lennox Industries, Inc., Marshalltown, Iowa.

Pub Date Apr 67

Note—10p.

Available from—Lennox Industries, Inc., Marshalltown, Iowa

Document Not Available from EDRS.

Descriptors—*Air Conditioning, *Building Equipment, *Controlled Environment, Heating, *Mechanical Equipment, *Thermal Environment, Ventilation

Describes Lennox indoor direct multizone equipment and controls. The following areas are covered—(1) unit features, (2) controls and operations, (3) approvals, (4) air patterns, (5) typical applications, (6) specifications and ratings, (7) dimensioned drawings of a typical

unit, (8) mixing boxes, (9) blower data, (10) water valve selection and water coil pressure drop, (11) field wiring, (12) electrical data, and (13) guide specifications. (RH)

ED 026 814

EF 001 955

Lennox - Student Training Equipment.

Lennox Industries, Inc., Marshalltown, Iowa.

Pub Date [68]

Note—16p.

Available from—Lennox Industries, Inc., Marshalltown, Iowa

Document Not Available from EDRS.

Descriptors—Air Conditioning, Electromechanical Aids, Heating, Mechanical Equipment, *Mechanical Teaching Aids, Refrigeration, Refrigeration Mechanics, Ventilation

Presents a series of demonstration units designed by Lennox Industries for the purpose of training students to become familiar with Lennox mechanical equipment. Demonstrators are designed to present technical information in a clear simplified manner thus reducing frustration for the beginning trainee. The following demonstrators are available—(1) electric heating and cooling trainer, (2) gas heating and cooling trainer, (3) heat pump trainer, and (4) refrigeration system trainer. (RH)

ED 026 815

EF 002 154

1961-1968 New Construction Report.

National Association of Physical Plant Administrators of Universities and Colleges, Richmond, Ind.

Pub Date Mar 68

Note—65p.

Available from—National Association of Physical Plant Administrators, c/o John H. Sweitzer, Earlham College, Richmond, Indiana 47374

Document Not Available from EDRS.

Descriptors—Ancillary Services, Auditoriums, Classrooms, *Comparative Statistics, *Construction Costs, Dormitories, *Higher Education, Laboratories, Libraries, Medical Schools, Parking Facilities, Physical Education Facilities, *Space Classification, Student Unions, *Surveys

Identifiers—NAPPA

137 NAPPA colleges and universities provided data for this summary. Projects are summarized by thirteen building classifications. Under each classification the following information headings are used—(1) name of institution, (2) project completion date, (3) gross square feet, (4) net assignable area, (5) construction costs, (6) number of stories, (7) type of construction—structural steel frame, reinforced concrete frame, load bearing masonry, and wood frame, and (8) primary function housed and capacity. The appendix contains definitions of the central terms used—gross area, net area, and assignable area. (RLP)

ED 026 816

EF 002 198

Educational Park, A Case Study Based on

Planning and Design for Anniston, Alabama.

Caudill, Rowlett and Scott, Houston, Tex.

Architects.

Report No—CRS-INVESTIG-16

Pub Date Jul 68

Note—45p.

Available from—Caudill, Rowlett & Scott, Box 22427, Houston, Texas 77027

Document Not Available from EDRS.

Descriptors—Campuses, *Educational Complexes, *Educational Parks, Educational Programs, Elementary Schools, *Facility Case Studies, High Schools, Individualized Instruction, Junior Colleges, *Master Plans, Middle Schools, *Physical Design Needs, School Architecture, School Planning, Site Analysis

A concentrated study undertaken by Caudill, Rowlett & Scott, and this report documents the findings and recommends master planning guidelines for an educational park in Anniston, Alabama. The park will encompass the spectrum of education from early school to two years of college. The proposed educational park will profit by the experience of its predecessors and approach the ideal educational park. It should achieve economies through improved scheduling and shared facilities, and thus provide more specialized instructional facilities. It should be a community center for people of all ages and be a symbol for the importance of education in the community. Finally, it should generate a mix of people of all ages which, coupled with a strong planning concept and the ability of the individual

to proceed at his own pace, would insure the individual's exposure to the flow of ideas and methods around him. Site plan description, schematics of the various phases of the sample solution, photographs of the scale model, floor plans, and perspective drawings are included. (RK)

ED 026 817

EF 002 218

Recommended Guidelines for Facilities, Equip-

ment, Grounds, and Maintenance.

Iowa State Dept. of Public Instruction, Des Moines

Pub Date 66

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Auditoriums, Chalkboards, Classrooms, Dining Facilities, Electrical Systems, *Facility Guidelines, *Facility Requirements, Gymnasiums, Instructional Materials Centers, Sanitary Facilities, *School Buildings, *Site Selection, *State Standards, Thermal Environment

Recommended minimum physical facility standards are listed in this set of guidelines drawn up in outline form for Iowa public schools. Included are standards for school sites, safety, playgrounds, physical condition of exterior as well as interior of buildings, various classroom types, guidance facilities, auditoriums, gymnasiums, instructional materials centers, cafeterias, heating and ventilating, electrical installations, sanitary facilities, heights of chalkboards and tackboards, and classroom furniture. The standards listed are indexed numerically. (NI)

ED 026 818

EF 002 302

New Trends in Fallout Protection.

Office of Civil Defense (DOD), Washington, D.C.

Report No—TR-31

Pub Date Sep 65

Note—4p. Reprinted from Civil Engineering—ASCE, July 1965

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Building Design, *Civil Defense,

*Fallout Shelters

The objective of the national fallout shelter program is to provide shelter space for all Americans by—(1) locating, marking, and stocking suitable public shelter areas in existing buildings, and (2) having new structures designed and built to maximize protection. This nation's architects and engineers are now knowledgeable in radiation shielding analysis and design and in the use of new "slanting" techniques. New buildings can be designed with dual-purpose fallout protection at little or no increase in cost and without detracting from beauty or usefulness of the structure. (LD)

ED 026 819

EF 002 317

A Survey of Report of Risk Management for Clay

County, Florida.

Florida State Dept. of Education, Tallahassee.

Pub Date Jun 67

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Accident Prevention, *Boards of Education, Fire Insurance, Fire Protection, Health Insurance, *Insurance Programs, *Risk,

*Safety, *School Buildings

Risk management encompasses far more than an insurance program alone. The basic elements consist of—(1) elimination or reduction of exposure to loss, (2) protection from exposure to loss, (3) assumption of risk loss, and (4) transfer of risk to a professional carrier. This survey serves as a means of evaluating the methods of application of these four basic factors and in particular as they apply to the Clay County situation. The degree of expectancy of loss depends upon many factors. Some risks can be assumed by the owner but others are of such magnitude that insurance must be carried. These include school buildings, boilers, and machinery. Information relative to safety of particular buildings is included along with a comprehensive analysis of the County Board's existing insurance program. The survey also includes a number of recommendations for organization of a risk program, and for various types of insurance policies. An appendix contains an insurance guide for school boards as well as list of policies for the establishment and maintenance for a risk management program. (NI)

ED 026 820

EF 002 347

Carioti, Frank V., Ed.

A College Grows in the Inner-City.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 67

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Adult Education, *Building Conversion, Facility Expansion, *Facility Guidelines, *Higher Education, Site Analysis, Site Selection, Space Utilization, *Urban Education, *Urban Universities

A brief history of the development of a Detroit Institute of Technology centers on existing buildings acquired by the Institute. The present situation is discussed in terms of the resources available to an inner-city student, the types and number of students served, and the present adapted facilities—assignable gross space and space utilization. Photographs and diagrams illustrate student activities, classroom conversion, architectural aspects. Criteria for future planning are listed and are based on the relation between the advantages of the inner-city institute and student needs. Standards for future facility needs are listed for academic, housing, research, recreational and parking in light of various site alternatives available. (HH)

ED 026 821 EF 002 367

Widdall, Kenneth R., Ed.

Educational Facilities in Urban Settings.

Pub Date 67

Note—66p. Selected presentations from the 44th Annual Meeting, 1967, of the Council of Educational Facility Planners

Available from—Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$2.50)

Document Not Available from EDRS.

Descriptors—Defacto Segregation, Educational Finance, *Educational Parks, *Federal Aid, Population Distribution, *School Planning, Urban Education, *Urban Population, *Urban Schools

Major addresses concerning educational facilities in urban settings, which were presented at the 1967 Meeting of the Council of Educational Facility Planners. The presentations set forth much of the contemporary thinking and planning as to how educational facilities can be developed to help resolve the vastly complicated negative situation currently characterizing urban environments. (FS)

ED 026 822 EF 002 394

Ferendino, A. J.

High Honors for the Educational Park. AIA

School Plant Study.

Report No.—BT-1-62

Pub Date Dec 67

Note—3p.

Journal Cit—Journal of the American Institute of Architects; Dec 1967

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Centralization, *Educational Parks, *Educational Programs, Organization, Population Distribution, *School Planning, *Space Utilization, *Spatial Relationship

One of a series of papers prepared by members of the American Institute of Architects Committee on School and College Architecture and by selected specialists to make laymen aware of school building problems and trends and to stimulate discussion. The article sees the educational park concept as deriving from, in its simplest form, the consolidated school concept and especially the rural consolidated school. The patterns of planning which have emerged as well as the reasons educators have advanced for considering the educational park concept are cataloged and briefly discussed. The main concerns of those who are in dissent are stated. After summarizing the hopes for the kind of educational program and intellectual environment the concept will afford, the article cites the four basic needs a functionally planned facility must meet i.e. sufficient space, efficient relationships between spaces, preservation of the individual identity of the student through subschools, and space for outside persons who come to the school to assist with various parts of the curriculum. (FPO)

ED 026 823 EF 002 500

Long Range Planning for Seattle Community College: A Plan for Development.

Associated Consultants in Education, Tallahassee, Fla.

Pub Date 66

Note—191p.

EDRS Price MF-\$0.75 HC-\$9.65

Descriptors—*Campus Planning, *Community Colleges, Construction Costs, Construction Programs, Consultants, *Educational Objectives, Enrollment Projections, *Facility Guidelines, *Master Plans, School Location, Site Selection, Space Utilization

Establishment and development of a three-campus (5,000 students per campus) community college system is detailed. Available sites and facilities were evaluated, and abandonment, conversion or replacement recommendations were made. Recommendations include enrollment projections, suggested programs and services needed, construction schedules and cost estimates. Curriculum programs to be housed in each of the three locations are transfer, general, developmental, adult general, and occupational education. Facility needs to 1975 were projected with a fourth site suggested if educational demand accelerates at that time. Included are numerous charts and graphs of geographic and demographic statistics. Appendices include occupational information for the Seattle area and projected space needs by function for each proposed campus. (RLP)

ED 026 824 EF 002 510

Bloomfield, Byron C. Wakefield, Howard E.

Basis for Design Development. Facilities Programming for a New Senior High School in the City of Green Bay.

Spons Agency—John E. Somerville Associates, Inc., Green Bay, Wis. Architects and Engineers.

Pub Date Apr 68

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Architectural Programming, Curricular Activities, Curriculum, Decision Making, *Design Needs, Educational Objectives, Educational Philosophy, Educational Specifications, Environmental Influences, Facility Guidelines, *Facility Requirements, *School Planning, *Senior High Schools, Systems Analysis

The mobilization of support data and documentation sufficient to give appropriate physical expression to the required functions of the new senior high school, in Green Bay, Wisconsin, is the objective of this report. The consultants have proceeded in two steps—(1) to identify the functions to be performed in the new high school by analyzing records, interviewing school officials, department heads, and other personnel, and submitting questions to the city-wide steering committee, and (2) to identify relationships of staff, equipment, and space for the performance of these functions. Areas dealt with include—(1) philosophy and objectives of education, (2) curriculum, (3) student activities and services, (4) curricular organization, (5) program of studies, (6) student body, (7) staff needs, (8) function relationships, (9) space allocations budget, and (10) proximity of functional areas. General facilities, instructional and administrative facilities, outdoor facilities and special considerations are discussed. Special considerations include—(1) visual openness, (2) corridors and circulation, (3) relocatable and movable walls, (4) carpeting, (5) exterior glass, (6) furniture and equipment, (7) toilets, (8) color and finishes, (9) illumination, (10) acoustics, (11) temperature, and (12) general considerations. (RK)

ED 026 825 EF 002 513

Electrical Space Conditioning.

General Electric Co., Cleveland, Ohio. Large

Lamp Dept.

Report No.—TP-126

Pub Date Mar 66

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Air Conditioning, *Building Design, *Building Equipment, Building Operation, Climate Control, *Design Needs, Electrical Systems, *Heating, Illumination Levels, *Lighting, Lights, Solar Radiation, Specifications, Thermal Environment

Integrated systems utilizing the heating potential of lighting equipment are discussed in terms of the implications for design and the methods for evaluation and control. General principles cover heat transfer, heat from lamps and luminaires, and control of lighting heat. Suggested systems include—(1) total control systems, (2) bleed-off systems, (3) separate systems, and (4)

water and air systems. All electric system components such as heat pumps and electric supplementary heating are also described. Extensive use is made of illustrative photos, schematic drawings, and charts showing heat and light outputs of different lamps, and heat transfer with different exhaust methods. (MM)

ED 026 826 EF 002 550

Bloomfield, Byron C.

Considerations of Significance to Architects and Planners. Abstracted From National Institute of Mental Health Conferences on Social and Environmental Variables as Determinants of Mental Health.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Professional Services Branch.

Pub Date (67)

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—*Architects, Architecture, Design Needs, Economics, *Environmental Criteria, *Environmental Influences, Family Characteristics, Group Behavior, Individual Needs, Interdisciplinary Approach, *Mental Health, Physical Environment, Planning, Recreation, Recreational Facilities, Research Methodology, *Social Influences, Suburban Housing, Technology

The statements and notations in this report have been abstracted from 12 interdisciplinary conferences conducted on subjects related to social and environmental variables as determinants of mental health plus one conference on recreation. This summary reflects the essence of statements that may have a direct or indirect bearing on considerations and criteria useful for the design and planning of facilities for human occupancy. Classification of statements as identified in the table of contents has been developed by the abstractor to represent a form to facilitate reference by architects and planners or students in these fields. The statements contained in the summary represent a significant beginning point in a process which may ultimately evolve valid criteria useful when planning for the needs of individuals, groups, or societies. The contents should provide useful subject outlines for student discussions related to designing for human needs, provide reference to subjects to be covered in class lectures or the abstracts could be appropriate for individual study and reference by architectural designers and planners. (RK)

ED 026 827 EF 002 560

The School Custodian and Operation of the School Plant.

Louisiana State Dept. of Education, Baton Rouge.

Report No.—BULL-997

Pub Date 63

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—*Administrative Policy, Bibliographies, Educational Administration, Educational Finance, Equipment, *Equipment Maintenance, *Maintenance, Personnel, *Personnel Policy, Salaries, *School Maintenance

Guidelines for school maintenance techniques and operational procedures in which consideration is given to the following aspects of school maintenance and operation—(1) importance and responsibilities of the school custodian, (2) custodial personnel policies, (3) housekeeping duties in the school plant, (4) cleaning restrooms in the school plant, and (5) operation and care of mechanical equipment in the school plant. An extensive bibliography of books, periodicals and bulletins concerned with school maintenance is included. (FS)

ED 026 828 EF 002 599

Gross, Ronald Murphy, Judith

Educational Change and Architectural Consequences. A Report on Facilities for Individualized Instruction.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 68

Note—90p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—*Architectural Elements, Buildings, *Educational Innovation, *Flexible Facilities,

*Individualized Instruction, Middle Schools, Preschool Education, Primary Grades, *School Design, Secondary Schools

A primer on school design prepared to serve as a review of educational change and architectural consequences. Major themes underlying reforms in education are discussed, teaching and alternative learning arrangements are reviewed, and the interrelation of school activities are examined. The current educational scene is reviewed in an attempt to discover those innovations which have implications for facilities. Alternative teaching-learning arrangements needed to meet various educational objectives are portrayed. Also suggested are some various combinations of people, spaces and resources to indicate how certain activities might take place in relation to one another. Many photographs, diagrams and drawings illustrate this document. (FPO)

ED 026 829 EF 002 602

The Current Status of Modular Coordination. A Research Correlation Conference of Building Research Institute, Division of Engineering and Industrial Research (Fall 1959).

National Academy of Sciences, National Research Council, Washington, D.C.

Report No.—NAS-NRC-782

Pub Date [60]

Note—39p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. (\$2.50)

Document Not Available from EDRS.

Descriptors—Architectural Education, *Architectural Programming, Building Innovation, Building Materials, *Component Building Systems, *Construction (Process), Construction Industry, *Modular Building Design, *Prefabrication. Publication of conference presentations include—(1) a brief review of current modular standard development, (2) the statistical status of modular practice, (3) availability of modular products, and (4) educational programs on modular coordination. Included are—(1) explanatory diagrams, (2) text of an open panel discussion, and (3) a list of previously published conference proceedings. (MH)

ED 026 830 EF 002 606

Development Problems With Component Construction. Proceedings of Conference of the Building Research Institute, Division of Engineering and Industrial Research (Fall 1959).

National Academy of Sciences, National Research Council, Washington, D.C.

Pub Date 61

Note—29p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. (\$2.00)

Document Not Available from EDRS.

Descriptors—*Architectural Elements, Building Innovation, *Building Materials, Ceilings, Cement Industry, Ceramics, *Component Building Systems, Construction (Process), *Construction Industry, *Prefabrication, Roofing, Structural Building Systems

Publication of conference papers includes—(1) an overview of the ceiling system complex by a lighting manufacturer, (2) review of problems influencing the development of roofing systems, (3) description of cooperative research within the cement industry, and (4) description of joint research development of structural ceramic panels. Included are—(1) diagrams in the first report, (2) text of an open forum discussion, and (3) a list of previously published conference proceedings. (MH)

ED 026 831 EF 002 625

Identification of Colors for Building.

Building Research Inst., Inc., Washington, D.C. Report No.—BRI-PUB-1001

Pub Date 62

Note—73p. Report of a program held as a part of the BRI 1961 Fall Conference.

Available from—Executive Vice President, Building Research Institute, 1725 DeSales Street, N.W., Washington, D.C. (\$6.00)

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—Architecture, *Buildings, Building

Trades, *Color Planning, Communication

Problems, Coordination, Environmental Influences, *Environmental Research, Graphic Arts, *Identification, Merchandising, Scientific Principles, *Specifications, Standards

A demonstration of how colors may be specified for use by all those trades and professions involved in building science. This is of vital importance in furthering the use of color, not only in structures but in every other aspect of our daily usage. Free enterprise requires a color language in order to expand the use of color, and to allow for specified tolerances and variations which can be established on a scientific basis. Presented are the results of studies which suggest, not only to the building industry but to all those who use color, a simple, comprehensive method of color identification. Topics discussed include—(1) color identification based on color order, (2) problems of color identification, (3) color identification for the building industry, (4) color in architecture, (5) the problem of color communication, (6) merchandising through color, (7) a plea for color coordination, and (8) color in interior design. (RK)

ED 026 832 EF 002 630

Preadsembled Building Components. Proceedings of a Program Conducted as Part of the Conference of the Building Research Institute Division of Engineering and Industrial Research (Fall 1960).

National Academy of Sciences, National Research Council, Washington, D.C.

Report No.—NAS-NRC-911

Pub Date 61

Note—192p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. (\$8.00)

Document Not Available from EDRS.

Descriptors—Architecture, *Component Building Systems, Construction (Process), Construction Costs, *Construction Industry, Construction Needs, Mechanical Equipment, *Modular Building Design, *Prefabrication, Roofing, *Structural Building Systems

Four aspects of preassembled building components are discussed—(1) attitudes on preassembled components, (2) principles of preassembled components construction, (3) structural component case studies, and (4) mechanical component case studies. In section 1, various views on preassembled components are discussed including—(1) the architect's view, (2) the home builder's view, (3) the contractor's view, (4) the owner and operator's view, (5) labor's view, and (6) building code official's view. Section 2 includes—(1) investigation of component construction preassembly, (2) preassembly of components for manufactured homes, (3) on-site preassembly, (4) preassembly of components by the materials dealer, (5) preassembly of components by a product manufacturer, and (6) dimensional relationships of preassembled components. Section 3 covers—(1) preassembled components in large commercial projects, (2) a metal building system, (3) preassembled roof structures, (4) preassembled components in a custom house, (5) the manufacture and distribution of preassembled components. Section 4 includes—(1) the mechanical components of the ferro house, (2) the preassembly of electrical systems, (3) principles for development of mechanical components for home building, and (4) the future of preassembled mechanical components. (RH)

ED 026 833 EF 002 641

Music Facilities. New Remodeling.

Kentucky State Dept. of Education, Frankfort. Div. of Instructional Services.

Pub Date Oct 66

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Architects, Building Design, *Design Needs, *Equipment Standards, Instructional Programs, *Music Education, *Music Facilities, *School Districts

Design to assist boards of education, administrators, music teachers and architects in planning adequate facilities for a music department based upon the needs of individual districts. Location and scope of facilities are discussed as are specifications for architectural elements of rehearsal and auxiliary rooms. Brief discussions on equipment standards are given. (FPO)

ED 026 834 EF 002 687

Simpson, Elizabeth J. Barron, Joseph M.

The Setting for the Home Economics Program at the Secondary Level—A New Look.

Pub Date 64

Note—13p. Published 6 times a year. Yearly subscription \$5.00

Available from—Illinois Teacher of Home Economics, 342 Education Building, University of Illinois, Urbana, Illinois 61803 (\$1.00)

Journal Cit—Illinois Teacher of Home Economics; v8 n2 p74-86 1964-65

Document Not Available from EDRS.

Descriptors—*Classroom Arrangement, Design, Educational Planning, *Educational Programs, *Home Economics Education, *Home Economics Teachers, Homemaking Skills, Laboratory Training, Occupational Home Economics, *Secondary Education

After outlining the three major purposes of home economics programs at the secondary level the article discusses how to best achieve these purposes with respect to facilities planning. Classroom and laboratory arrangements and their relation to homemaking skills, occupational home economics, and preprofessional preparation are discussed and illustrated by means of drawings and photographs. A plan for an existing high school home economics department which incorporates key concepts serves as a model for the discussion. (FPO)

ED 026 835 EF 002 731

The One Room Schoolhouse, Matzke Elementary School.

Cypress-Fairbanks School District, Houston, Tex. Pub Date [67]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Architectural Elements, *Building Design, Continuous Progress Plan, Educational Philosophy, *Educational Planning, *Elementary Schools, Instructional Design, Learning, *School Buildings, *Specifications

The planning and realization of a one room schoolhouse in Houston, Texas to be part of a complex which will include a junior and senior high school. The educational premise of the structure is that the school which traditionally has been an instrument organized around the concept of convenience for the administrator and the teacher, now appropriately can become an instrument for learning in which students participate through the media of a continuous progress plan. Photographs, floor plans, and specifications account for a greater part of the description. (FPO)

ED 026 836 EF 002 740

Growth in Illinois Higher Education 1962-1968. A Report of the State of Illinois Board of Higher Education. December, 1968.

Illinois State Board of Higher Education, Springfield.

Pub Date Dec 68

Note—26p.

Available from—Illinois State Board of Higher Education, 300 E. Monroe Street, Springfield, Illinois 62706.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Coordination, Educational Finance, *Educational Planning, *Educational Programs, Enrollment, Federal Aid, *Higher Education, Instructional Programs, Organization, *State Agencies, *State Colleges

A graphic portrayal of growth in Illinois higher education since 1962. The report discusses the organization of higher education systems in Illinois, enrollment data, degree programs offered, scholarship programs, budget and finance information, and federal programs being utilized by institutions. (FPO)

ED 026 837 EF 002 746

Hewitt, Raymond G.

A Survey of Selected Student Union and Conference Facilities.

Massachusetts Univ., Amherst. Office of Institutional Studies.

Pub Date Jul 67

Note—27p.

Available from—Office of Institutional Studies, University of Massachusetts, Amherst, Massachusetts

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Administrative Policy, *Building Design, *Campus Planning, Facility Requirements, Higher Education, Parking Areas, *Parking Facilities, Recreational Facilities, Social Organizations, *Student Unions

Results are summarized from data gathered from sample institutions of higher education, concerning the policies on alcoholic beverages served in student unions, as well as sleeping, dining and parking facilities. (FS)

ED 026 838 EF 002 754
Wallace, Morris S. And Others
Carpet in Andrews High School. A Report by the Carpet Evaluation Team.

Andrews Independent School District, Tex.
Pub Date [67]
Note—167p.

Available from—Andrews Independent School District, Andrews County News, Andrews, Texas

Document Not Available from EDRS.

Descriptors—*Carpeting, Classroom Environment, Costs, Environmental Influences, *Evaluation, *Flooring, *High Schools, Learning, Psychological Design Needs, *Research, School Libraries, Teaching

In the spring of 1965, the Board of Trustees of Andrews Independent School District entered into a contract with the carpet evaluation team to analyze and evaluate the use of carpeting in the Andrews Public Schools, with emphasis on the senior high school. The two \$5,000 grants served as the basis for paying for the expenses and professional services of the evaluation team and publication of its report. The report is a series of research investigations attempting to shed light upon the educational outcomes and cost of carpeting in the Andrews Independent School District. A major area was assigned to an interested and qualified professional person or persons who designed the investigation and gathered and interpreted the data for the area of assignment. Areas covered include—(1) evaluating the classroom setting, (2) the effects of carpeting upon teaching and learning, (3) carpet utilization in Andrews, Texas, Senior High School, with respect to measured achievement and capacity of students, (4) carpeting and the learning environment, (5) carpeting in the school library, (6) a bacterial evaluation of carpet versus resilient flooring, (7) a study of flooring costs, Andrews High School, and (8) carpet in schools—a brief review of the literature. (RK)

ED 026 839 EF 002 757
Vickery, D. J.

A Comparative Study of Multi-Purpose Rooms in Educational Buildings.

Spons Agency—United Nations Educational, Scientific, Cultural Organization, Bangkok (Thailand).

Pub Date 64

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Building Design, *Classroom Design, Classrooms, Corridors, Facility Utilization Research, Interior Space, *Multipurpose Classrooms, School Design, *School Planning, *Space Utilization

Identifiers—Asia

Procedures are described in which economies can be effected through careful planning of school buildings and particularly through the consolidation of spaces that are used intermittently throughout the school day. The paper introduces a "use-factor" as a measure, not of the amount of usable space but of the time for which usable space is actually utilized during the school day. Assembly spaces, science rooms, workshops, and circulation spaces are considered with regard to their employment for a multiplicity of purposes. A bibliography listing books concerning multipurpose rooms is included. (FS)

ED 026 840 EF 002 766
Price, Harry A.

Electronic Classroom.

Middletown City School District, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 66

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Auditoriums, *Building Conversion, *Classroom Design, *Electromechanical Aids, *Electronic Classrooms, Flexible Classrooms, Instructional Technology, Mechanical Teaching Aids, Multimedia Instruction, *Multipurpose Classrooms, School Design

The conversion of a limited-use, "white elephant" auditorium into an electronic classroom to be used as a flexible instructional space

with numerous potentials for enrichment of learning via utilization of electromechanical aids. (FS)

ED 026 841 EF 002 787
Romm, Joseph

Background of Civil Defense and Current Damage Limiting Studies.

Office of Civil Defense (DOD), Washington, D.C.
Report No.—TR-35

Pub Date Jun 66

Note—17p. Reprint of a speech by Mr. Romm before the 1965 Convention of "State School Plant Planning Officials" in Lincoln, Nebraska, October 4-5, 1965.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Civil Defense, *Fallout Shelters, *National Defense, *Radiation Effects, Safety

A brief history of civil defense administration precedes analysis of nuclear attack conditions and the influence of protective measures. Damage limitation procedure is explained in terms of—(1) blast effects, (2) radiation doses, (3) geographical fallout distribution patterns, and (4) national shelter needs. Major concept emphasis relates to—(1) lifesaving potential of improved strategic defense programs, (2) functional protection factor determination for shelters, and (3) geographic and demographic characteristics of hypothetical attack situations. Extensive substantive data and diagrams are included. (MH)

ED 026 842 EF 002 798

Kingsbury, H. F. Wallace, W. J.

Acoustic Absorption Characteristics of People.

Pub Date [Dec 68]

Note—2p.

Available from—Acoustical Publications, Inc., Sound And Vibration, Box 9665, Cleveland, Ohio 44140 (\$1.00)

Journal Cit—Sound and Vibration; v2 n12 p15-16 Dec 1968

Document Not Available from EDRS.

Descriptors—Acoustical Environment,

*Acoustics, *Audiences, Auditoriums, *Classroom Environment, Controlled Environment, Design Needs, *Human Engineering, Measurement Techniques, *Standards

The acoustic absorption characteristics of informally dressed college students in typical classroom seating are shown to differ substantially from data for formally dressed audiences in upholstered seating. Absorption data, expressed as sabs per person or absorption coefficient per square foot, shows that there is considerable variation between the data at 250 and 500 Hz for seated students versus audiences or congregations. Since seating area per occupant is similar in all three situations, it is theorized that this difference is due to the difference in clothing in the classroom situation, but this would require replication with more formal clothing to prove or disprove. An acoustical simulator of people is described and recommended as an inexpensive and easily fabricated device. It is made from readily available materials which can be used to approximate the effects of occupancy in similar situations. (RK)

ED 026 843 88 EF 002 826

Feasibility Study of an Educational Plaza for the Magnolia School District, Appendix E. A Report of Planning Grant Submitted by Magnolia School District No. 14.

Magnolia School District Number 14, Ark.

Pub Date 68

Grant—OEG-DPSC-67-3653

Note—123p. Submitted to the U.S. Office of Education under Title III of the ESEA of 1965, Revised.

EDRS Price MF-\$0.25 HC-\$6.25

Descriptors—*Bibliographies, Community Resources, *Educational Parks, Educational Planning, Evaluation Criteria, *Feasibility Studies, *Research, Research Design, *School Districts, Surveys

The feasibility of an educational park for a school district in Arkansas is examined. A brief introduction defines the educational park idea and sketches its background. Advantages and disadvantages are cited as are the evaluative criteria employed. The research design and its results are stated, and the phases of the proposed development including the organizational structure and curriculum, regional services, and involvement of other community agencies are discussed. An extensive bibliography is included. (FPO)

ED 026 844 EF 002 827

Theodores, James L. And Others

Crisis in Planning. An Analysis of Some Factors that Influence the Kinds of Schools We Have, How They Got That Way, and What We Must Do About Changing Them.

Pub Date 68

Note—36p.

Available from—Council of Educational Facility Planners, 29 W. Woodruff Avenue, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Educational Coordination, *Educational Needs, *Educational Planning, Environmental Research, Flexible Classrooms, *School Buildings, *School Construction, *School Design, School Districts, Site Selection, State Departments of Education

In this, the author's interpretation of the current status of educational facility planning practices throughout the nation, the deficiency in proper planning is lamented. The point is made that two basic causes underlie these conditions—(1) irrational school organization that divides people, resources, and energies into mutually exclusive but impotent camps, and (2) reliance upon folkways rather than technical proficiency and upon folklore rather than research in the design of school facilities. Some short term recommendations include an increasing look to technology and research for better answers to design problems, while the long term exhortation prescribes new kinds of leadership from state education agencies, professional associations, and universities. Several steps that the Council of Educational Facility Planners can take in these directions are also outlined. (NI)

ED 026 845 EF 002 847

Judy, Richard W.

Simulation and Rational Resource Allocation in Universities.

Pub Date 25 Jan 67

Note—50p.

Available from—Richard W. Judy, Economics and Computer Science, University of Toronto, Toronto, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Decision Making, Development, *Educational Planning, Management, Models, Program Budgeting, Programs, *Resource Allocations, *Systems Analysis, Systems Approach, *Techniques, Testing, *Universities

Educational resources are scarce and should be used efficiently. To do this, decision-makers in higher education need clearly defined objectives, creatively elaborated alternatives, and information about the costs and effectiveness of those alternatives. This paper describes a new management tool which is designed to provide better information about the resource (cost implications) of alternative university plans and programs. This tool is a university system simulation model. At the University of Toronto, a system simulation model is now in the advanced stages of development and testing. This paper illustrates how this model will be used, sketches the model's structure, and discusses some problems of its design and operation. (RK)

ED 026 846 EF 002 865

State Plan for Higher Education in Michigan, (Provisional). Based Upon the Work of Dr. Harold T. Smith.

Michigan State Dept. of Education, Lansing.

Pub Date Sep 68

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—College Planning, *Educational Administration, Educational Coordination, *Educational Finance, *Educational Needs, *Educational Planning, Enrollment Projections, Financial Needs, *Higher Education, Program Planning

The framework for an effective planning and coordinating program for the future development of higher education in Michigan is being devised, with the present structure as a starting point. The implementation of the process by which this development is to take place is the theme of this plan. Discussions include the needs of the people for higher education and training, the State Board plan for the implementation of a program of planning and coordination, and information and standards necessary to adequately advise in mat-

ters of the financial requirements of higher education. (FS)

ED 026 847

EF 002 893

Knorr, Owen A., Ed.

Long-Range Planning in Higher Education. Proceedings of the Annual Institute on College Self Study for College and University Administrators (6th, University of California, Berkeley, July 6-10, 1964).

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Apr 65

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—Bibliographies, *Campus Planning, *College Planning, *Educational Change, Educational Environment, Educational Finance, *Educational Planning, *Higher Education, Master Plans, Systems Analysis

The following addresses concerning long-range planning in institutions of higher education are presented—(1) design and change in American higher education, (2) planning in the college or university, (3) a case study in institutional planning, (4) the institution and the system: autonomy and coordination, (5) housing the educational program: the physical plant as educational environment, (6) long-range financial planning, (7) system analysis in planning, and (8) resources for planning: a resume. Selections from the discussions following each formal address are presented as are selected references pertaining to each presentation. (FS)

ED 026 848

EM 000 325

McKenzie, Betty And Others

Report of a Seminar on the NAEB. (University of Wisconsin, July 16-19, 1961).

National Association of Educational Broadcasters, Washington, D.C.

Spons Agency—Kellogg (W.K.) Foundation, Battle Creek, Mich.

Pub Date [61]

Note—114p.

Available from—The National Association of Educational Broadcasters, 1346 Connecticut Ave., N.W., Washington, D.C. 20036 (\$2.00).

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—Administrative Policy, Broadcast Industry, Educational Policy, *Educational Radio, *Educational Television, Financial Support, Information Services, International Organizations, *National Organizations, Networks, *Organizational Change, Planning, Policy Formation, Professional Associations, Professional Recognition, Professional Training, Public Relations, Radio, Research Needs, *Seminars, Shared Services, Speeches, Teacher Education, Television

Identifiers—NAEB, *National Association of Educational Broadcasters

The last of a series of seminars conducted by the National Association of Educational Broadcasters (NAEB) was planned to afford a penetrating look at the overall position of the Association. The seminar focused on the position of the NAEB in the field of education, as well as in relation to its own constituency, and attempted to evaluate the NAEB's past efforts and future goals. The keynote address offered challenges to the NAEB to accept its responsibility in dealing with the problems of our time, to develop a profession for educational electronics, and to function in the technical, production, legal, and administrative areas for the effective use of educational media. Twelve major types of activity were discussed in group sessions, and final reports were made on each area. These reports, covering: programs, professional advancement, teacher and educational development, member services, research activities, technical services, public relations, promotional development, policy direction, financial support, liaison with government, and international relations, are intended as guidelines for the administration of the NAEB, as well as for educators interested in the application of educational media. The seminar report contains the address, portions of the discussions, and the final reports on the 12 activity areas. (MT)

ED 026 849

24

EM 006 685

Naddor, Eliezer

Inventory Systems Laboratory. Final Report.

Johns Hopkins Univ., Baltimore, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-C-015

Pub Date Jan 68

Contract—OEC-7-070015-3111

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—Business Cycles, Business Education, *Computer Assisted Instruction, *Computer Based Laboratories, *Computer Programs, Cost Effectiveness, Input Output Analysis, Instructional Programs, Laboratory Manuals, Laboratory Procedures, Laboratory Training, Models, *Sequential Programs, *Systems Analysis, Systems Development, Time Sharing

Identifiers—*Inventory Systems Laboratories

Four computer programs to aid students in understanding inventory systems, constructing mathematical inventory models, and developing optimal decision rules are presented. The program series allows a user to set input levels, simulates the behavior of major variables in inventory systems, and provides performance measures as output. Inventory Systems Lab (ISL) deals with carrying, shortage, and replenishment costs. The user selects three parameters: unit costs, interim demand, and planning horizon. He then must decide when and in what quantities replenishments are to be made. The program enables him to observe effects of changing parameters and/or replenishments on overall costs. ISL-2 and 3 introduce the user to factor optimization. For any reorder point and lot size set, interim system behavior and average costs are available. The user may then build a model for long-run system behavior, formulate optimization decision rules, and have the program test his results. In ISL-4 a user faces a system with a variety of properties and policies including lost sales, prescribed variable demand, and fixed inventory policies for which he carries out model building and optimization exercises. The program series is considered flexible and effective as a heuristic aid. Fortran IV listings are included. (SS)

ED 026 850

EM 006 901

Seay, Donna M.

The Roles of the Teacher for the Effective Use of Programmed Instruction in a Correctional Setting.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date 12 Nov 66

Note—23p.; Paper presented at Annual Correctional Education Association Conference (15th, Chicago, Ill., Nov. 12, 1966).

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Correctional Education, Evaluation, Games, Group Instruction, Individualized Programs, Inservice Education, Motivation, Programmed Instruction, *Teacher Role

Identifiers—*PerceptoScope

Not only must a teacher in a correctional setting be aware that typical inmates have been economically deprived, share social and moral values with the lower class, and are educationally deficient, he must also be aware of his many roles. As a friend, he should counsel, listen, accept the student as a person, and help him solve his problems. As a "doctor," he should diagnose and prescribe for the student's learning difficulties, emphasize individual needs, and stress applications and practice specific knowledge. As a manager, he should supervise, motivate, and reward. He should plan and organize group and individual instruction. He can combine group and individual instruction by using programmed lectures, films, and games. In the Draper Project, a PerceptoScope (an all-purpose, visual-aid instrument) was used with particular success in a reading program. All teachers involved with correctional education should receive in-service training to teach them techniques in counseling and human relations as well as in job analysis and lesson plans. This in-service training is essential to the growth and development of the teacher and of the offenders whom he will teach. (CG/MF)

ED 026 851

64

EM 006 929

Kresse, Frederick H.

Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-

Media Kits for Elementary Schools. Volume II: Appendices.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date May 68

Contract—OEC-4-16-019

Note—309p.

Available from—The Children's Museum, Jamaica, Boston, Mass. 02130 (Limited quantities available upon request).

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Class Activities, Classroom Materials, *Data, Discovery Processes, Elementary Grades, Evaluation Criteria, *Instructional Materials, Learning Activities, Manipulative Materials, *Material Development, Media Research, *Multimedia Instruction, *Nonverbal Learning, Teaching Guides, Three Dimensional Aids, Visual Learning

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The second volume of the report by the Children's Museum of Boston on the development of MATCH Boxes (Materials and Activities for Teachers and Children) contains materials related to the evaluation of these multi-media kits. The MATCH Boxes, designed for use by a teacher with 30 children for two to three weeks, covered 16 different topics, the majority of which relate to the social sciences. The boxes were developed in three groups, each one building on techniques learned with the previous group. The criteria which were evolved to select an idea to be used for a box are listed. Sample sections from several of the teacher's guides which accompanied each box are included. Examples are given of the tabulated data which was collected from the teachers on a daily log and a final evaluation sheet and from observers sent to view the use of the materials in the classroom. Samples of the evaluation forms used by the teachers and independent observers in this testing stage are reproduced. Summaries of the reports on each of the 16 boxes indicate that they were at least acceptable as to workability, success in reaching stated aims, teacher acceptance, and student response. Suggestions on specific modifications for each box were made, and the possibility of commercial production was estimated. (JY/MT)

ED 026 852

64

EM 006 930

Kresse, Frederick H.

Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools, Volume I. Final Report.

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0710

Pub Date May 68

Contract—OEC-4-16-019

Note—85p.

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Class Activities, *Discovery Processes, Elementary Grades, *Instructional Materials, Learning Activities, Manipulative Materials, *Material Development, Media Research, *Multimedia Instruction, *Nonverbal Learning, Realia, Teaching Guides, Three Dimensional Aids, Visual Learning

Identifiers—MATCH Boxes, *Materials and Activities for Teachers and Children

The Children's Museum in Boston developed MATCH Boxes (Materials and Activities for Teachers and Children) to provide self-contained, multi-media kits for elementary school use. The project sought to determine an optimum balance of activities and various media which would involve the student directly in the learning process and would make use of the vast amount of learning potential which is non-verbal in character. A total of 114 boxes on 16 topics, largely in the social sciences, were assembled. Each box contained enough real objects, filmstrips, pictures, games, and supplies for 30 students to investigate the topic for two to three weeks. A teacher's guide offered lesson plans and information about the materials with the purpose of helping the teacher to pattern a three-way encounter between herself, the children, and the materials. The boxes were developed by teams of subject matter

specialists, teachers, artists, and technicians over a period of four years. Three generations of boxes were evaluated. The teachers participating in the testing phase were asked to make a daily and an overall appraisal of the materials. Random visits by observers provided more information about the usefulness of the boxes. A second volume of the report contains analysis and evaluation of the project. (JY)

ED 026 853 56 EM 006 968

Krumboltz, John D.

Factors Affecting the Design of Effective Teaching Machine Programs; January 1, 1961 - January 31, 1964. Final Report.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Educational Media Branch.

Report No.—NDEA-7

Bureau No.—BR-5-0851

Pub Date [31 Jan 64]

Grant—OEG-7-14-1380-190

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—Evaluation Criteria, Intermode Differences, *Programed Instruction, Programed Materials, Programed Tutoring, Prompting, Redundancy, *Reinforcement, Research Criteria, *Response Mode, Retention

A series of studies investigating effects of alternative methods of writing, arranging, and responding in programed instruction are presented and the results are summarized to provide guidelines for use in program preparation. In a comparison of overt and covert response modes no differences were obtained on an immediate post-program criterion test; however, overt responses were found more effective on a delayed retention measure. When an overt response was required, it was more effective given as a sentence in context than as a single word. Considering the frequency and scheduling of reinforcers, increases in reinforcement decreased error rate on an immediate posttest and increased student interest in and perceived value of the program. Studies of cueing and examining procedures indicated that typographical cues improved performance when a program was difficult but had an interfering effect on moderate or easy programs and that increases in the number and plausibility of multiple-choice alternatives improved retention generally. In a review of the entire study series, it was noted that error rate during learning was not related to any retention measure and therefore appeared to be an inappropriate criterion of program adequacy. Criteria considered appropriate for program evaluation and research planning are discussed. (SS)

ED 026 854 24 EM 006 993

Zangrando, Robert L.

The Identification of Criteria for the Effective Use of Films in Teaching History in the Classroom, in a Variety of Teaching Situations, Grades 7-12. Final Report.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7C-018

Pub Date Jul 68

Contract—OEC-1-7-070018-3517

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—Audiovisual Aids, Classroom Techniques, *Educational Specifications, *History Instruction, Indexes (Locators), *Instructional Films, Secondary Education, Teacher Education

This project was designed to examine the selection and use of films in the teaching of history, the nature of the film medium as an instrument for learning, and the manner in which the discipline and the medium can be combined effectively in the classroom. Teachers need to be made aware of audiovisual materials available to them and methods of securing the "right" film at the "right" time. In selecting films, the teacher must know the needs of the particular student-audience and the range of teaching strategies that can direct preparation and follow-up for film-oriented history instruction. It seems essential that trainers of teachers and curriculum specialists for social studies in the schools devote more time and energy during preservice and in-service programs to the question of how to use films effectively. Appendices concern identification of criteria for effective use of films, the use and abuse of motion pictures in classroom

teaching, and sources of information for film acquisition. (TI)

ED 026 855 64 EM 007 002

Witherspoon, John P. Kessler, William J.

Instructional Television Facilities: A Planning Guide for Educational Administrators. Final Report.

Brooks Foundation, Santa Barbara, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1021

Pub Date Jun 68

Contract—OEC-1-7-071021-4429

Note—191p.

EDRS Price MF-\$0.75 HC-\$9.65

Descriptors—Broadcast Television, Closed Circuit Television, Community Antennas, *Consultants, *Educational Administration, Educational Television, *Fixed Service Television, Instructional Technology, *Instructional Television, Open Circuit Television, *School Administration, Television, Television Curriculum, Video Tape Recordings

As soon as the educational objectives of a proposed Instructional Television System (ITV) have been determined, professional technical advice should be obtained. In planning a system, there are many choices possible between various television production systems, transmission systems, reception facilities, and video recorders. The system chosen must meet initial objectives, mesh with other instruction technology in use, and allow for future expansion of the program. To facilitate communication with the consulting engineer, it would be useful to know the meaning of scanning linearity, gamma response, detail contrast, and video signal to noise ratio. Familiarity with the limitations and possibilities of orthicon and vidicon television cameras, open and closed-circuit transmission, Instructional Television Fixed Service (ITFS), quadruplex and slant track video recorders, color capable and color compatible equipment will allow the educational administrator to make better use of professional advice. The staffing of an ITV project also requires some knowledge of the functions of the technical and production staff. Appendices offer specific information concerning consultant help in engineering, sources of information and programming, and a paper by the Federal Communications Commission on educational television. (JY)

ED 026 856 24 EM 007 007

Osburn, H. G. Shoemaker, David M.

Pilot Project on Computer Generated Test Items.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8533

Pub Date 1 Jun 68

Grant—OEG-1-7-068533-3917

Note—171p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—*Achievement Tests, Evaluation Techniques, *Measurement Techniques, *Test Construction, Test Interpretation, Test Selection, Test Validity

A computer program generating question series for achievement examinations was presented and the relative reliability of computer-generated and instructor-selected items was investigated. To provide validity for examinations generated by an original computer program, representative processes of construction and sampling were operationally defined. A behavior list representing a molar analysis of essential topics in elementary statistics was prepared from text and class materials, and one or more item forms (performance questions) for each item in the list were defined. The program generated examinations by randomly selecting item forms from each elementary referenced. Two university level elementary statistics classes received a series of examinations composed of both computer-generated and instructor-selected items. While items selected by an instructor were found to have greater reliability, the computer-generated series evidenced coefficients of an acceptable level. Student reaction was considered favorable, with difficulty and fairness of computer- and instructor-supplied items judged comparable on a post-examination questionnaire. The further development and use of computer-generated examinations were considered substantially encouraged by the obtained data. (SS)

ED 026 857 EM 007 011

Boocock, Sarane S., Ed. Schild, E.O., Ed.

Simulation Games in Learning.

Pub Date 68

Note—279p.

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, Calif. 90212 (\$8.50).

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Counseling, Decision Making Skills, Economics, Educational Games, Educational Innovation, Educational Research, *Games, *Game Theory, History, Management Games, Problem Solving, Simulated Environment, *Simulation, Social Studies, *Teaching Methods, Teaching Techniques

Simulation games serve many functions, but the important one to educators is that they present the student player with a real-life situation allowing him to use his knowledge and abilities while discovering decision-making skills for himself. To provide a basic reference on simulation gaming, essays on various aspects of games were collected from people responsible for the development of the technique. The rationale for the use of games in education is found in examining how social processes can be simulated and what educational objectives can be presented in this way. The potential impact that games can have is indicated in examples from research, including results from single game sessions showing effects on factual knowledge, attitudes, and strategies and results of longer games that were compared to conventional methods. The parameters influencing the effectiveness of games include learner characteristics: age, social status, intensity of participation, personal predispositions, and achievement level, as well as characteristics of game advisors. Other parameters are the way that a game is administered and whether competition is individual or group oriented. Finally, the effect of the future on the use of games is considered. A listing of centers working on educational games and a selective bibliography are appended. (MT)

ED 026 858 EM 007 033

Stegeman, William J. And Others

An Evaluation of San Diego Area Instructional Television Authority Educational Program Activities; October 2, 1967 to May 17, 1968.

San Diego Area Instructional Television Authority, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Jul 68

Grant—OEG-4-6-001249-0924

Note—185p.

EDRS Price MF-\$0.75 HC-\$9.35

Descriptors—Consumer Economics, Data Analysis, Equipment Utilization, *Evaluation, Evaluation Methods, *Instructional Television, Interviews, Questionnaires, *School Districts, Surveys

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, *San Diego Area Instructional Television Authority, SDA ITVA

An example of evaluation under the requirements of an ESEA Title III "Pace" project, this report encompasses the instructional television development and broadcast activities of the San Diego Area Instructional Television Authority (ITVA). Qualitative data based on a series of teacher interview-questionnaire surveys in ten ITVA county school districts, and quantitative data based on a "Nielson" type survey of program offerings (range and frequency of classroom usage, grade-level designation) are presented in tabular format. Independent surveys from the school districts and a report on consumer innovations illustrate the reciprocity between producers and users of instructional television. The report outlines the budgetary, staff, production, and equipment problems of the project and provides information on ITVA organization, planning, hardware, and software in the appendices. (TI)

ED 026 859 EM 007 054

Pincus, Margaret E., Ed.

Some Essays on Computers in Education.

Harvard Univ., Cambridge, Mass. Graduate

School of Education; New England School

Development Council, Cambridge, Mass.

Spons Agency—New England Education Data

Systems, Cambridge, Mass.

Pub Date 67

Note—118p.

Available from—New England School Development Council, 220 Alewife Brook Parkway, Cambridge, Mass. 02138 (\$5.00).

Document Not Available from EDRS.

Descriptors—Autoinstructional Methods, Branching, College Admission, *Computer Assisted Instruction, Computer Oriented Programs, *Computers, Curriculum Development, *Education, Educational Administration, Instructional Technology, Professional Training, *Programed Instruction, Programing, Simulation, Teacher Education

Students at the Harvard Graduate School of Education prepared papers exploring the scope of computer use in education. While computers are not yet capable of wholly replacing teachers, they are capable of a higher level of complex behavior than is generally realized. Computers may be misused to perpetuate certain dubious teaching practices; therefore, educators, not technicians, should guide their use. Computer-assisted instruction (CAI) at the elementary school level needs to develop more branching programs and become capable of more dialogue. To be a more adaptive tool the computer should also provide access to its computational and display facilities, deal with natural language responses more effectively, and have an efficient interactive response device. Computer simulation of classroom situations can allow teachers to test various instructional and disciplinary strategies. The simulation technique can also aid in training school and educational administrators. Curricula can use computer-generated visual aids, bibliographies, glossaries, problem sets, and logical sequences for course material. College applicants can be screened more effectively with computer aid. A bibliography is appended. (JY)

ED 026 860

EM 007 059

Gans, Herbert J.

The Uses of Television and Their Educational Implications: Preliminary Findings from a Survey of Adult and Adolescent New York Television Viewers.

Center for Urban Education, New York, N.Y.

Pub Date June 68

Note—210p.

EDRS Price MF-\$1.00 HC-\$10.60

Descriptors—Adolescents, Adults, *Audiences, Class Attitudes, Educational Benefits, Fantasy, Interviews, Mental Health, Negro Attitudes, *News Media, *Public Television, Race, Social Influences, Television Surveys, *Television Viewing, Viewing Time

To collect data on how to make television a more effective learning instrument outside of the classroom, a standard probability sample with quotas consisting of 200 adults and 200 adolescents living in New York City was interviewed to study how people use TV, their attitudes toward various types of programing, and their viewing preferences. Designed to exclude light viewers, the interview schedule featured questions on viewing habits, relevance of TV to personal problems, audience preferences in news coverage, and entertainment vs. information. An attempt was made to correlate opinion with variables of age (by describing TV use among adolescents), class, race (by describing the effects of white television in the black community), emotional health (as judged by the respondents), and frequency of viewing. Such variables influence the choice of a network newscaster (Huntley-Brinkley, Cronkite, or Jennings), the selective perception of news and editorial content, and the taste for reality or fantasy in hypothetical programs. Characteristics of the sample, the interview schedule, and attitude data from East Harlem residents are appended to the text. (TI)

ED 026 861

EM 007 071

International Rules for the Cataloging of Educational, Scientific and Cultural Films and Filmstrips on 3" X 5" (7.5 CM X 12.5 CM) Cards. Preliminary Edition.

United Nations Educational, Scientific, Cultural Organization, Paris (France). Clearinghouse of the Dept. of Mass Communication.

Pub Date 56

Note—37p.

Available from—Mass Communication Clearing House, Unesco, Place de Fontenay, Paris-7e, France; also, Unesco Publications Center, P.O. Box 433, 317 E. 34th St., New York, N. Y. 10016 (\$4.00).

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Cataloging, Educational Resources, *Films, Filmstrips, Foreign Language Films, *Information Dissemination, *International Programs, *Standards

Full use of the world's educational film resources requires standardized cataloging methods for description, evaluation, and availability entries. The establishment of an international 3" x 5" (7.5 x 12.5 cm.) card filing system by Unesco would facilitate exchange of information between all those who use or produce these films. In each card system, a distinction should be made between availability information of international value and that of national interest, with separate cards for foreign language versions. Rules for recording data on the three kinds of card entries set guidelines for the channeling of information on an international scale. (TI)

ED 026 862

EM 007 072

Cooley, William W. Glaser, Robert

An Information and Management System for Individually Prescribed Instruction. Working Paper 44.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date [68]

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Curriculum Development, Educational Research, Educational Strategies, *Individualized Instruction, Individualized Programs, Information Storage, Information Utilization, Instructional Innovation, Instructional Technology, Measurement Techniques, *Models, Research Tools, *Systems Approach, *Systems Development, Teaching Methods

Identifiers—IPI, *Project Individually Prescribed Instruction

A model of the educational process and a derived procedure series for implementing an individualized instruction system are presented. The application of computer technology to individualized instruction requires an operational definition of the educational process in terms of school practices. A process model involving three major sets of variables, educational goals, individual capabilities and instructional means, with means a function of goals and capabilities, is outlined. Following upon this conceptual model, an instructional model and the functional basis of an individually prescribed instruction (IPI) system are developed as a sequence of operations. As instruction proceeds, performance is monitored and assessed, and necessary adaptations occur at subgoal decision points. The system is also evolutionary; it is able to compare interim student behavior and final outcomes with predictions of original operational functions and provide the basis for modification when appropriate. Experience obtained in introducing computer assistance into a currently operational IPI system is described at length, and system research abilities, including a cumulative data bank for basic learning and measurement studies, are discussed. (SS)

ED 026 863

EM 007 076

Thornton, James W., Jr. Brown, James W.

New Media and College Teaching.

American Association for Higher Education, Washington, D.C.; Department of Audiovisual Instruction, Washington, D.C.

Pub Date 68

Note—189p.

Available from—Publication-Sales Section, National Education Assoc., 1201 Sixteenth St., N. W., Washington, D.C. 20036 (cloth \$8.50, paper \$7.00).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Audiovisual Centers, *Audiovisual Programs, Autoinstructional Laboratories, Computer Assisted Instruction, Educational Administration, Instructional Films, *Instructional Media, *Instructional Technology, Instructional Television, Language Laboratories, *Media Research, Media Technology, Multimedia Instruction, *National Surveys, Programed Instruction, School Surveys, Simulation, Systems Approach, Telephone Instruction, Transparencies

Identifiers—Media Activity Inventory Directory, New Media in Higher Education

Five hundred current innovative media projects in 300 colleges and universities are reported here by faculty members responsible for them; these reports are the basis for state-of-the-art evaluations; and both evaluations and reports are arranged in this Higher Education Media Study by fields; instructional television, mediated self-instruction, special multimedia facilities; transparencies, telephone applications, simulation, systems, and media services management. Introductory comments relate media to their instructional use and this study to one in 1963, "New Media in Higher Education." Some of the concluding remarks are that: applications seem to be more adaptive than creative, credible materials of instruction need to be developed nationally and regionally, and housing of media is still inadequate. Indices by topic, contributor, and institution are provided. A "Media Activity Inventory-Directory," the product of two nationwide mail surveys (1966-67) is appended; it is arranged by state, institution, and media project leader. (MF)

ED 026 864

EM 007 078

Inbar, Michael Stoll, Clarice S.

Autotek Behavior in Socialization. Report Number 29.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—JHU-CSSOS-29

Pub Date Dec 68

Grant—OEG-2-7-061610-0207

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Behavior Development, Behavior Patterns, Behavior Theories, *Childrens Games, *Game Theory, Interpersonal Relationship, *Literature Reviews, *Personality Development, Physical Activities, Pilot Projects, Self Concept, Social Attitudes, Social Experience, *Socialization, Social Psychology, Social Relations

A selective review of the literature on the socialization effect of games uncovers a varied and increasing number of hypotheses, but only little and scattered evidence. Direct studies of play and game functions are primarily in uncontrolled clinical reports. Therefore, a pilot study was conducted as a preliminary attempt to establish correlational relationships between types and frequencies of games played and general attitudes in children. The research was conducted in a rural school in Maryland; all sixth-graders (108) answered a battery of questions. Two independent categories of games were identified: sports, and board and card games. Participation in sports was found to be strongly associated with school achievement, span of attention, and the feeling that one can learn, but not related to self-image or attitude toward luck. Involvement in board and card games, on the other hand, was related to low school achievement, a negative self-image, reliance on luck rather than work, and a feeling of impotency in learning. These findings are considered to provide evidence of game importance and to indicate specific relationship between social processes and autotek (game and play) activities. (SS/MF)

ED 026 865

EM 007 085

Nesbitt, William A.

Simulation Games for the Social Studies Classroom. New Dimensions Booklets on the Social Studies and World Affairs, Volume One, Number 1.

Foreign Policy Association, New York, N.Y.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date Oct 68

Note—56p.

Available from—Foreign Policy Association, 345 East 46 Street, New York, N. Y. 10017 (\$1.00).

Document Not Available from EDRS.

Descriptors—Changing Attitudes, *Classroom Games, Classroom Techniques, *Educational Games, Games, Role Playing, *Simulation, *Social Studies, Student Developed Materials, Teaching Models

Identifiers—I NS, Inter nation Simulation

Simulation games, antedated by war games such as CHATURANGA and chess, are still in an early stage of their design, development, and use for the classroom. Evidence of their learning ad-

vantages is little and uncertain; but their users, students and teachers, are enthusiastic; and they may become an integral part of the K-12 curriculum. Simulations will have greater value if followed by discussion and if students build their own games. Operating models of physical and social situations tend to simplify reality and may or may not change attitudes in ways that may be positive or may be negative. Logistics affecting games usage are space and time allotments and low availability of suitable games. INTER-NATION SIMULATION, MARKET, COMMUNITY RESPONSE, and other representative social games are described in the text. Additional games are listed at the end with descriptions and grade leveling within subject fields. Resource organizations are noted, as well as current books, articles, reports, and films on simulation. (AW/MF)

ED 026 866 EM 007 089
The Student-Teacher-Computer Team: Focus on the Computer.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 67

Note—35p.

Available from—The Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario.

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Computer Science, Computer Storage Devices, Digital Computers, Educational Change, Electronic Data Processing, *Guides, Information Processing, Instructional Innovation, *Programming, *Secondary Grades

Descriptions of essential computer elements, logic and programing techniques, and computer applications are provided in an introductory handbook for use by educators and students. Following a brief historical perspective, the organization of a computer system is schematically illustrated, functions of components are explained in non-technical terms, and logic and programing techniques are exemplified with the aid of a "computer motel" analogy. A subsequent review of computer system applications in science, business, and education provides a detailed consideration of computer-assisted instruction. Final comments on future roles of the computer and social and cultural implications complete the presentation. The handbook maintains simplicity in exposition and is intended to facilitate understanding and acceptance of changes resulting from applications of computer technology in education. (SS)

ED 026 867 64 EM 007 092

Bidwell, Charles M. Auricchio, Dominick

A Prototype System for a Computer-Based Statewide Film Library Network: A Model for Operation. Final Report.

Syracuse Univ., N.Y. Center for Instructional Communications.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—GP-1137

Bureau No—BR-7-0259

Pub Date Sep 68

Contract—OEC-1-7-070259-2656

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Codification, *Computer Oriented Programs, Costs, *Films, Information Processing, Information Sources, Instructional Materials Centers, *Library Networks, Library Reference Services, *Library Science, *Operations Research, Scheduling, State Programs, Systems Analysis

Identifiers—Boards of Cooperative Educational Services, BOCES, *Statewide Film Library Network

The project set out to establish an operational film scheduling network to improve service to New York State teachers using 16mm educational films. The Network is designed to serve local libraries located in Boards of Cooperative Educational Services (BOCES), regional libraries, and a statewide Syracuse University Film Rental Library (SUFRL). The system proposes to refer films which are unavailable for scheduling in local libraries to a central back-up library and to revise computer programs to meet the specific needs of member libraries. In developing an operational model, the project collects data on the operation and inventory activities of BOCES

and other New York film libraries and develops standard coding systems for film identification and user identification within the Network. A computerized materials network is workable and will soon become a necessity, but will not reduce operating costs. The formation of a research team to study reports, standardization of codes for member libraries: within any computerized system, and the adoption of a management information system are recommended. (TI)

ED 026 868 64 EM 007 093

Sullivan, Todd

A Prototype System for a Computer-Based Statewide Film Library Network: A Model for Operation. Statewide Film Library Network: System-1 Specifications - Files.

Syracuse Univ., N.Y. Center for Instructional Communications.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—SD-003-0

Bureau No—BR-7-0259

Pub Date 30 Jun 68

Contract—OEC-1-7-070259-2656

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*Computer Oriented Programs, Computer Storage Devices, *Data Processing, *Films, Information Networks, *Information Storage, Input Output, Interlibrary Loans, Library Equipment, Library Facilities, Library Reference Services, Library Science, *Library Technical Processes, Magnetic Tapes, Systems Analysis

Identifiers—IBM System 360 Model 50 Computer, *Statewide Film Library Network, SUFRL, Syracuse University Film Rental Library, Teletype Model 33 ASR Teletypewriter

Using an IBM System/360 Model 50 computer, the New York Statewide Film Library Network schedules film use, reports on materials handling and statistics, and provides for interlibrary loan of films. Communications between the film libraries and the computer are maintained by Teletype model 33 ASR Teletypewriter terminals operating on TWX (Teletypewriter Exchange) service, programmed mainly in S/360 Assembler Language. This configuration permits on-line (real time) tele-processing, the central concept in the system. The files (S/360 data sets) are stored on either direct access storage devices (disks) or sequential access storage devices (magnetic tape) according to their use in processing. Within the Network's system, there are three classes of files: system files, containing system programs and backup files; input/output files, containing tables for I/O editing and temporary I/O storage; and the data files, containing information about films, libraries, customers, and bookings. Appendices: list of files by sort sequence, notes on System/360 organization and data storage, and notes on disk storage devices. (TI)

ED 026 869 64 EM 007 094

Auricchio, Dominick

A Prototype System for a Computer-Based Statewide Film Library Network: A Model for Operation. Number 3, Statewide Film Library Network: System Write-Up.

Syracuse Univ., N.Y. Center for Instructional Communications.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—SD-005-0

Bureau No—BR-7-0259

Pub Date Oct 68

Contract—OEC-1-7-070259-2656

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Codification, *Computer Oriented Programs, Costs, Films, Information Processing, Information Storage, Input Output, Library Equipment, *Library Materials, Library Science, *Library Technical Processes, Scheduling, Standards, *Systems Analysis

Identifiers—Center for Instructional Communications, CIC, *Statewide Film Library Network

An overview of materials scheduling, this write-up outlines system components, standardization, costs, limitations, and expansion capabilities of the New York Statewide Film Library Network. Interacting components include research staff, materials libraries; hardware; input/output (operation modes, input format conventions, transaction codes); file organization and access; software (executive, access, and processing func-

tions); and programs independent of the executive routine. System standardization is described in the areas of digital coding for film items, customer numbers, producer numbers, material library procedures, reporting, and programming. (TI)

ED 026 870 64 EM 007 095

Bidwell, Charles M. Day, Muriel L.

A Prototype System for a Computer-Based Statewide Film Library Network: A Model for Operation. Statewide Film Library Network: User's Manual.

Syracuse Univ., N.Y. Center for Instructional Communications.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—SL-007-0

Bureau No—BR-7-0259

Pub Date Sep 68

Contract—OEC-1-7-070259-2656

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Codification, *Computer Oriented Programs, E Quipment Utilization, Films, Guidelines, Information Networks, Information Sources, *Library Reference Services, Library Technical Processes, *Manuals

Identifiers—*Statewide Film Library Network

The Statewide Film Library Network developed this procedural appendix for use by staff members of participating libraries so that they could organize their procedures along lines compatible with the system. The general objectives of the manual are to indicate steps in sending and receiving messages within the Network, to suggest methods for the preparation and interpretation of annual reports, to facilitate the exchange of materials and information between libraries, to offer consistent recording and operating procedures towards the adoption of a large-scale Network service, and to suggest workflow procedures for local libraries. The manual outlines requirements for entering the Network, lists available services, gives teletypewriter and library operating instructions, and tells how to interpret computer messages. (TI)

ED 026 871 EM 007 107

Markle, David G.

The Development of the Bell System First Aid and Personal Safety Course: An Exercise in the Application of Empirical Methods to Instructional Systems Design. Final Report.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—American Telephone and Telegraph New York, N.Y.

Report No—AIR-E81-4-67-FR

Pub Date Apr 67

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—First Aid, *Instructional Design, Instructional Films, *Material Development, Test Selection, *Time Factors (Learning)

The project objective was to develop a basic first aid course which would teach at least as much in 7-1/2 hours as a standard ten-hour Red Cross course. Student performance on empirically revised editions of test questions led to the final design of the course. Data gathered from tryouts of 16mm pilot footage were used to write scripts for the final 35mm color films, six accident vignettes which introduced lessons in accident prevention and emergency care. On one wide-range posttest, out of a possible 326 points untrained subjects achieved a mean score of 85, subjects trained in a standard course 145, and subjects trained in the new course 270. Time-worth estimations and the elimination of common knowledge material contributed to the efficiency of the instructional product. (TI)

ED 026 872 EM 007 113

Bauer, Roger And Others

Predicting Performance in a Computer Programming Course.

Pub Date 68

Note—9p.; Paper presented at American Educational Research Association Annual Meeting (Chicago, Ill., February 8-10, 1968).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Ability Identification, Academic Aptitude, Academic Performance, Achievement Tests, Aptitude Tests, Competitive Selection, *Data Processing Occupations, Educational Testing, *Grade Prediction, Interest

Tests, Performance Tests, *Predictive Ability (Testing), Predictive Validity, *Programers, Psychometrics

Identifiers—College Qualification Tests, IBM Aptitude Test for Programmer Personnel, Strong Vocational Interest Blank

Since the need for good programers exists and will increase, their identification before training is desirable. Until now only single tests of potential ability have been evaluated. In this study several tests used in various combinations were evaluated as test batteries. The IBM Aptitude Test for Programmer Personnel (ATPP) and the Strong Vocational Interest Blank (SVIB) were administered to 68 students enrolled in an introductory computer science course at Michigan State University. Grade point average (GPA) and College Qualification Test (CQT) scores for participants were available from college records. All test scores correlated significantly with course grade ($p < .05$). GPA was found to be the best single predictor of success. Among total test scores, general scholastic aptitude (the CQT) predicted achievement as well as specialized aptitude (the ATPP). However, the best results were found to be obtainable with a judicious choice of subtests emphasizing numerical and spatial reasoning (ATPP Part III, CQT Numerical). An "interest" variable as assessed by the SVIB appeared to identify a dimension discrete from aptitude that was significantly related to course achievement. The results were taken to indicate that instruments presently available can be used effectively to predict achievement in computer programming. (SS/MF)

ED 026 873 64 EM 007 161

Atkinson, Richard C. Suppes, Patrick
Program in Computer-Assisted Instruction. Final Report.

Stanford Univ., Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1493
Pub Date Aug 68
Contract—OEC-4-6-061493-2089

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—*Computer Assisted Instruction, Curriculum Evaluation, Educational Facilities, Instructional Aids, Instructional Technology, Learning Theories, Mathematics Instruction, *Programed Texts, *Programed Tutoring, Reading Instruction, Research and Instruction Units, Rural Urban Differences, Spelling Instruction

Applications of basic elements in a theory of individualized instruction to computer-assisted programs in mathematics, reading, and spelling are described and recent results obtained in an existing elementary school facility are reported. To optimize learning in computer-assisted instruction (CAI) a program model is provided in which content, mode, and sequence of current presentation are determined by a child's demonstrated error rate, time to respond, and learning patterns. Reading and mathematics programs following this tutorial model are described together with a detailed review of the curricula and physical characteristics of a system presently functioning in an elementary school. Results at this facility continue to indicate significant achievement differences favoring students exposed to CAI. A new program in spelling, designed to investigate how spelling and similar verbal skills are acquired, is reported and recent experience in the logistics of introducing a CAI system in a rural school district is noted as having indicated no operational problems different from those encountered in urban applications. Listings of recent publications, lectures, and films by project personnel are included. (SS)

ED 026 874 EM 017 007

Oftsh, Gabriel D.

The Failure of Educational Television.

Pub Date 68

Note—4p.

Available from—Acolyte Publications Inc., 647 North Sepulveda Blvd., Los Angeles, Calif. 90049.

Journal Cit—Educational/Instructional Broadcasting; v1 n3 p15-18 Jun/Jul 1968

Document Not Available from EDRS.

Descriptors—Commercial Television, Educational Innovation, *Educational Television, Learning Theories, Production Techniques

Identifiers—*National Educational Television, NET

Lacking a format appropriate for the medium and lacking a breakthrough in learning theory commensurate with its technological advances, educational television is failing to perform effectively in our society's educational system, according to the author. Comparisons to the methods and results of commercial television form the basis of his analysis and recommendations. (LS)

ED 026 875 EM 017 013

Skornia, H. J.
Recalling the Lessons of History.

Pub Date 68

Note—3p.

Available from—Acolyte Publications, 647 North Sepulveda Blvd., Los Angeles, Calif. 90049.

Journal Cit—Educational/Instructional Broadcasting; v1 n3 p29-31 Nov/Dec 1968

Document Not Available from EDRS.

Descriptors—Commercial Television, *Educational Television

In challenging the contention that educational television is a failure in our society and that it will remain one until it learns some lessons from commercial television, the author explains why commercial television's approach is not viable for ETV. Less attention is given to answering the charge of failure than to faulting the proposed solution to ETV's problems. (LS)

ED 026 876 EM 017 015

Dycus, Barbara, Ed.

New Products.

Pub Date Dec 68

Note—9p.

Available from—Texas Audio Visual Education Assn., P.O. Drawer W, University Station, Austin, Tex.

Journal Cit—Educational Resources and Techniques; v8 n4 p12-18, 22, 24 Dec 1968

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Equipment, Equipment Evaluation, *Instructional Materials

A variety of new instructional materials are described, ranging from guides for the media specialist to a fully automatic, curriculum-programmed, classroom planetarium. (LS)

ED 026 877 EM 017 016

Rhodes, Lewis A.

A Trip to the Possible.

Pub Date Oct 68

Note—5p.

Available from—Educational Perspectives, College of Education, 1776 University Ave., Univ. of Hawaii, Honolulu, Hawaii 96822.

Journal Cit—Educational Perspectives; v7 n3 p11-15 Oct 1968

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Developing Nations, Educational Administration, *Educational Change, Educational Objectives, *Television Instruction

Identifiers—*Samoa

American Samoa provides our country's educators with the opportunity of observing an educational system that effectively employs many of the principles of comprehensive reassessment and change that are only being talked about in the United States. Of particular interest to the group of educators whose visit is described in this article were the process of change in general and the employment of television as an integral part of day-to-day instruction. (LS)

ED 026 878 EM 017 017

Anderson, Ronald S.

Educational Broadcasting in Japan.

Pub Date Oct 68

Note—6p.

Available from—Educational Perspectives, College of Education, 1776 University Ave., Univ. of Hawaii, Honolulu, Hawaii 96822.

Journal Cit—Educational Perspectives; v7 n3 p23-7, 31 Oct 1968

Document Not Available from EDRS.

Descriptors—Adult Education, *Correspondence Study, *Educational Radio, *Educational Television, Program Planning, Television Curriculum

Identifiers—Japan, NHK, *Nippon Hoso Kyokai
The ETV network of the Japan Broadcasting Company (NHK) is one of the world's best. In describing the Japanese system, this article focuses on NHK's program planning and content

and on its correspondence education and adult education projects. (LS)

ED 026 879 EM 017 018

Kucera, Geoffrey

TV in Teacher-Training: It Works at University of Hawaii.

Pub Date Oct 68

Note—4p.

Available from—Educational Perspectives, College of Education, 1776 University Ave., Univ. of Hawaii, Honolulu, Hawaii 96822.

Journal Cit—Educational Perspectives; v7 n3 p28-31 Oct 1968

Document Not Available from EDRS.

Descriptors—*Closed Circuit Television, Electronic Equipment, Instructional Innovation, *Instructional Television, Microteaching, *Teacher Education

Identifiers—University of Hawaii College of Education

The author, who is critical of the general misuse of instructional television today, uses the closed-circuit system at the University of Hawaii's College of Education as an example of how the medium may be intelligently and imaginatively applied to the instructional process. (LS)

ED 026 880 EM 017 019

Reed, Robert M.

The Hawaii Educational Television Network: A Status Report.

Pub Date Oct 68

Note—5p.

Available from—Educational Perspectives, College of Education, 1776 University Ave., Univ. of Hawaii, Honolulu, Hawaii 96822.

Journal Cit—Educational Perspectives; v7 n3 p32-6 Oct 1968

Document Not Available from EDRS.

Descriptors—*Educational Television, Facilities, *Instructional Television, Programming

Identifiers—*Hawaii Educational Television Network

The current status of the Hawaii Educational Television Network is described in terms of the staff, the budget, the broadcast and reception equipment, and the programming, with consideration also given to some of the more unique aspects of the system and to its utilization. (LS)

ED 026 881 EM 017 020

Lambert, Robert McLaughlin, Frank

Charly; Metamorphosis by Media.

Pub Date Feb 69

Note—3p.

Available from—North American Publishing Co., 134 N. 13th St., Philadelphia, Pa. 19107.

Journal Cit—Media and Methods; v5 n6 p29-31 Feb 1969

Document Not Available from EDRS.

Descriptors—*Films, *Film Study, *Literature Appreciation, Student Interests

Identifiers—Charly, Flowers for Algernon

The story, "Flowers for Algernon," is discussed in terms of its evolution from short story to television play to novel to the movie, "Charly." Emphasized is how each medium approaches the story differently, yet retains a theme to which high school students are willing to respond. (LS)

ED 026 882 EM 017 021

Sohn, David A.

Films with Few Words: A Multi-Sensory Approach to Writing, Reading, and Discussion.

Pub Date Feb 69

Note—6p.

Available from—North American Publishing Co., 134 N. 13th St., Philadelphia, Pa. 19107.

Journal Cit—Media and Methods; v5 n6 p43-50 Feb 1969

Document Not Available from EDRS.

Descriptors—*Films, Observation, Secondary Education, Teaching Methods, *Visual Perception, Visual Stimuli, *Writing

Concerned with the need to offer high school students organized practice in observing visual stimuli and writing about what they see, the author offers an annotated list of short films with little dialogue and narration that can conveniently be used in the classroom for teaching observation through the moving image. (LS)

ED 026 883 EM 017 022

Phillips, Mark

The Use of Film in Social Studies.

Pub Date Feb 69

Note—2p.

Available from—North American Publishing Co.,
134 N. 13th St., Philadelphia, Pa. 19107.
Journal Cit—Media and Methods; v5 n6 p51-2
Feb 1969

Document Not Available from EDRS.
Descriptors—*Films, History Instruction, *Social
Studies, Teaching Methods

An attempt is made to provide a new
framework for examining the types of films useful
to the teacher of social studies—a framework
which, among other things, acknowledges that
films may be boring, that propaganda is inherent
in most documentaries, and that fiction films may
be of great service to the history teacher. (LS)

ED 026 884 EM 017 023

Meckling, Richard
Focus on Young Filmmakers.
Pub Date Feb 69

Note—3p.
Available from—North American Publishing Co.,
134 N. 13th St., Philadelphia, Pa. 19107.

Journal Cit—Media and Methods; v5 n6 p53-5
Feb 1969

Document Not Available from EDRS.
Descriptors—English Instruction, *Film Study, In-
structional Innovation, *Student Developed
Materials

Identifiers—*Young Film Makers Exchange
An English teacher's account of his experiences
producing his school's first student film is
combined with a description of the Young Film
Makers' Exchange, an organization concerned
with the distribution of films made by young peo-
ple. (LS)

ED 026 885 EM 017 024

Alter, Henry C.
West German Television.
Pub Date Feb 69

Note—5p.
Available from—C. S. Tepfer Publishing Co., 140
Main St., Ridgefield, Conn. 06877.

Journal Cit—Educational Television; v1 n4 p13-
17 Feb 1969

Document Not Available from EDRS.
Descriptors—*Broadcast Industry, *Commercial
Television, *Educational Television, Financial
Support, Instructional Television, Public Televi-
sion

Identifiers—*German Federal Republic
The state of commercial, educational, and in-
structional television in West Germany is
described, with emphasis on the facts that adver-
tiser support has not restricted quality and that
public support has not meant government con-
trol. (LS)

ED 026 886 EM 017 025

Beyer, Barry K.
Media Guide to Africa.
Pub Date Mar 69

Note—3p.
Available from—North American Publishing Co.,
134 N. 13th St., Philadelphia, Pa. 19107.

Journal Cit—Media and Methods; v5 n7 p36-40
Mar 1969

Document Not Available from EDRS.
Descriptors—*African Culture, *Audiovisual
Aids, *Instructional Materials, Social Studies
Identifiers—Africa

A variety of instructional materials for use in
teaching about Africa are discussed, ranging from
films and slides to maps and replications of
African art. (LS)

ED 026 887 EM 017 026

Bock, Barbara
Role Playing Reality.
Pub Date Mar 69

Note—5p.
Available from—North American Publishing Co.,
134 N. 13th St., Philadelphia, Pa. 19107.

Journal Cit—Media and Methods; v5 n7 p44-8
Mar 1969

Document Not Available from EDRS.
Descriptors—*Classroom Games, *Educational
Games, Game Theory, *Instructional Inno-
vation, Simulation, Teaching Methods

The theory and application of educational
games are discussed, with the point being made
that little is known for certain about their effec-
tiveness. The game of "Manchester," dealing with
the Industrial Revolution in England, is described
in some detail, and 25 other games are noted.
(LS)

ED 026 888 FL 000 026

Hill, Archibald A.
Language Analysis and Language Teaching.
Pub Date Dec 55

Note—15p.; Subsequently published in The
Modern Language Journal; v40 n6 p335-345
Oct 1956

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Audiolingual Methods, Cultural
Context, *Educational Objectives, Grammar,
Instructional Materials, *Language Instruction,
Language Role, Language Skills, Language
Teachers, *Linguistics, Literature, Modern
Languages, Pattern Drills (Language),
Phonetics, Structural Analysis, Teacher Role,
*Teaching Methods, *Textbook Selection

This paper suggests that closer cooperation
between teachers and researchers toward a sim-
plification of linguistic terminology and language
instruction objectives could result in more effec-
tive classroom presentation. Noted as a common
error is the primacy given to writing as a vehicle
for literature, and the minor attention given to
speaking ability, to pronunciation, intonation, ar-
ticulation, and spelling. Guidelines for language
materials selection and teaching techniques are
outlined, and modifications of the direct method
are suggested. (DS)

ED 026 889 FL 000 781

Delattre, Pierre
**Comparing the Vocalic Features of English, Ger-
man, Spanish, and French.**

Pub Date 64
Note—28p.
Journal Cit—IRAL; v2 n2 p71-97 1964

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Acoustic Phonetics, Articulation
(Speech), Charts, *Comparative Analysis, *En-
glish, French, German, Illustrations, Language
Instruction, Language Research, Linguistics,
*Modern Languages, Phonetic Analysis,
*Phonetics, Spanish, Tables (Data), *Vowels
Phonetic characteristics of English, German,
Spanish, and French vowels are compared and
contrasted in this third of a series of articles on
general phonetic characteristics of American En-
glish. Much attention is given to acoustic and ar-
ticulatory description. Vowel distribution,
frequency, and duration are discussed. New
vowel sounds for the speaker of English are
identified in the other languages. Neutral vowel
position, loss of vowel color, consonant antici-
pation, diphthongization, vowel color and syllable
type, attack and release, and nasality are con-
sidered. For related documents see FL 000 782
and FL 000 784. (AF)

ED 026 890 FL 000 782

Delattre, Pierre
**Comparing the Prosodic Features of English, Ger-
man, Spanish and French.**

Pub Date 63
Note—19p.
Journal Cit—IRAL; v1 n3 p193-210 1963

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Charts, *Comparative Analysis,
*English, French, German, *Intonation, Lan-
guage Instruction, Language Research, Lin-
guistics, *Modern Languages, Phonetic Analy-
sis, *Phonetics, Spanish, Syllables

Prosodic characteristics of English, German,
Spanish, and French are compared and con-
trasted in this second of a series of articles on
general phonetic characteristics of American En-
glish. Major attention is given to declarative in-
tonation, place of logical stress in the word and
sense group, nature of logical stress, variations in
syllable weight, and internal juncture and syllabi-
cation. Nondeclarative intonation and the place
and nature of emphatic stress are also discussed.
For related documents see FL 000 781 and FL
000 784. (AF)

ED 026 891 FL 000 985

Fleming, Gerald
Comic Cassettes for Language Classes.
Pub Date Jan 68

Note—3p.; Film User, Jan 1968

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Audiovisual Aids, *Cartoons, Film-
strips, Foreign Language Films, Illustrations, In-
structional Films, Instructional Materials, Lan-
guage Aids, *Language Instruction, Modern
Languages, *Motivation Techniques, *Pictorial
Stimuli, Second Language Learning, Teaching
Techniques

The development of animated cartoon
sequences showing various kinds of mime and
gesture in humorous situations is recommended
as a useful teaching aid in language learning.
Humor as a significant element in the content of
pictorial aids is stressed, and the appropriate
types of humor are identified and illustrated.
Some remarks are made about the use of word
and picture in education with reference to the
theories of Pestalozzi and Komenski. For a re-
lated document see FL 000 029. (AF)

ED 026 892 FL 001 056

Azzouz, Azzedine And Others
**Selected Bibliography of Materials; Algeria, Libya,
Morocco, Tunisia. Volume 1, Number 2, 1967.**

Agence Tunisienne de Public Relations, Tunis
(Tunisia).

Spons Agency—National Science Foundation,
Washington, D.C.; Office of Education (D-
HEW), Washington, D.C.

Report No—TT-67-59-301/2
Pub Date 67

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Adult Education, *Annotated
Bibliographies, Arabic, *Cultural Differences,
*Education, Educational Philosophy, *Educa-
tional Problems, Educational Theories, Elemen-
tary Schools, English, *Foreign Countries,
Foreign Relations, French, Higher Education,
Instructional Materials, International Educa-
tion, Italian, School Administration, Secondary
Schools, Statistical Data, Teacher Education,
Vocational Education

Identifiers—Algeria, Libya, Morocco, Tunisia
A bibliography with abstracts of 106 items
from books and articles covers materials on edu-
cation in the Maghreb countries of Tunisia,
Libya, Algeria, and Morocco. Special emphasis is
given to the two problems besetting the area's
educational system: illiteracy and multilingualism.
The entries cover philosophy and theory of edu-
cation, administration, statistics, structure of
North Africa's educational organization, elemen-
tary education and extracurricular activities,
secondary education, vocational education,
higher education, adult education, teacher train-
ing, teaching aids, religious education, fine arts
education, special education, and international
cooperation in education. For a related document
see FL 001 170. (JH)

ED 026 893 FL 001 057

Levi, Zojica Mirkovic, Irene
**Selected Bibliography of Yugoslav Educational
Materials. Volume 4, Number 1, 1968.**

National Science Foundation, Washington, D.C.;
Yugoslav Inst. for Educational Research,
Belgrade.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 68

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Adolescents, Adult Education, *An-
notated Bibliographies, Curriculum Guides,
Education, Educational Finance, Educational
History, Educational Research, *Educational
Resources, *Foreign Countries, Higher Educa-
tion, Institutional Schools, *Instructional
Materials, Instructional Staff, *International
Education, Schools, Secondary Education,
Teacher Education

Identifiers—Yugoslavia
Included in this English translation of an an-
notated bibliography (represented as Volume 4,
Number 1, 1968) are articles and books describ-
ing the history, development, reform, staff train-
ing, faculty, research projects, and various levels
of the Yugoslav educational system. Curricu-
lums and syllabuses, motivation techniques, polytech-
nical education, self-education, problems in edu-
cation, hostels, management and financing, legisla-
tion, and education statistics are topics listed, and
there is a bibliography of Yugoslav works on
adolescents. For a related document, see FL 001
187. (DS)

ED 026 894 FL 001 064

Roy, Robert R.
**Oral French Proficiency: Identification and
Evaluation.**

Alberta Univ. Edmonton.

Pub Date Jun 67

Note—243p.; Dissertation submitted to faculty of
graduate studies, Univ. of Alberta, Edmonton,
Alberta, Canada, June 1967.

EDRS Price MF-\$1.00 HC-\$12.25

Descriptors—Audiolingual Skills, Aural Learning, Aural Stimuli, College Students, Evaluation, *French, Language Instruction, Language Proficiency, *Language Research, Language Tests, Listening Comprehension, *Oral Expression, Pronunciation, *Second Language Learning, Skill Development, *Speech Skills, Syntax, Tables (Data), Testing, Visual Stimuli

An analysis of French oral proficiency and guidelines for evaluating and testing the development of such proficiency in learning French as a second language are the keynotes of this dissertation. The speech patterns (structural complexity, rate of production, and hesitation) of three groups of French students with various levels of audiolingual proficiency were compared. This sampling included native English speakers with one university course, native English speakers with two courses, and native French speakers with at least two courses. Oral and visual stimuli consisting of two 1-minute monologs and two black-and-white pictures were presented to the subjects. Conclusions drawn suggest that visual stimuli are more productive than oral stimuli, that evaluation depends on language elements and choice of stimuli, and that testing procedure should be more analytic. The report contains a bibliography and over 100 pages of appendixes which include examples of testing instruments, illustrations on visual stimuli, 21 data tables, and a graph on proposed testing techniques. (DS)

ED 026 895

FL 001 083

Newmark, Leonard Reibel, David A.
Necessity and Sufficiency in Language Learning.
Pub Date May 68
Note—20p.

Journal Cit—IRAL; v6 n2 p145-164 May 1968

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Adult Learning, Audiolingual Methods, Children, Comparative Analysis, Context Free Grammar, Contrastive Linguistics, Interference (Language Learning), Language Ability, Language Instruction, Language Research, Language Usage, *Learning Theories, Modern Languages, *Pattern Drills (Language), *Second Language Learning, Structural Grammar, *Teaching Procedures

The article criticizes present-day overemphasis of contrastive analysis procedures in second language instruction. Recommendations are for language teachers to reappraise their classroom objectives and to give paramount importance to mastery of language use rather than mastery of language structure. Pedagogical procedures based on situational cohesion are suggested, and samples of each of these methods are provided in the appendixes. The article concludes with a discussion comparing language learning capabilities in adults and children, covering such points as neuropsychological evidence, time factors, motivational differences, and learning interference. (DS)

ED 026 896

FL 001 093

Parent, P. Paul
Minimizing Dropouts in the Foreign Language Program.

National Federation of Modern Language Teachers Association.

Pub Date Apr 68

Note—3p.; Reprint from The Modern Language Journal; v52 n4 p189-191 Apr 1968.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Educational Psychology, Instructional Materials, Language Instruction, Language Learning Levels, Language Role, Language Teachers, *Modern Languages, Pattern Drills (Language), *Secondary Schools, *Student Motivation, Teacher Attitudes, *Teaching Techniques

Teachers are asked to reappraise psychological approaches to foreign language instruction and to recognize the vital change in the discipline from an academic elective for an intellectual elite to its widespread acceptance as a communication tool. Suggestions are offered for proper sequencing, stressing the heterogeneous nature of the classroom, and for ways to elicit responses in pattern drills. A few remarks on language teaching history are offered. (DS)

ED 026 897

FL 001 094

Fiks, A.I.

A Quantitative Analysis of Language Training in the U.S. Peace Corps.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Report No.—RR-P-68-01

Pub Date Feb 68

Contract—PC-80-1535

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Comparative Analysis, Course Evaluation, *Data Analysis, *Federal Programs, Instructional Materials, *Intensive Language Courses, Language Instruction, Language Laboratory Use, Language Programs, Language Research, Language Skills, *Modern Languages, Questionnaires, Second Language Learning, Student Attitudes, Tables (Data), *Teaching Techniques, Testing

Identifiers—U.S. Peace Corps

A research report summarizes second language study, language training practices, and trainee attitudes toward language learning in the Peace Corps. The two equal parts of the study consist of findings and appendixes. Conclusions are grouped under (1) training practices and trainee attitudes, (2) associations and relationships, and (3) qualitative data. The appendixes contain training documentation forms and rosters for resources, personnel, linguistic problems, visual aids, records, and language integration. (AF)

ED 026 898

FL 001 101

Cardenas, Daniel N.

Introduction to Literary Analysis: Its Place in the High School Curriculum.

American Association of Teachers of Spanish and Portuguese.

Pub Date Sep 68

Note—7p.

Journal Cit—Hispania; v51 n3 p395-401 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Language Instruction, Language Learning Levels, Language Programs, *Literary Analysis, Literary Conventions, Literature Appreciation, Modern Language Curriculum, *Poetry, Reading Material Selection, *Secondary Schools, *Spanish, *Teaching Techniques

To demonstrate how well-selected literature of the second language can play an important role in the curriculum of the fourth- and fifth-year high school Spanish course and reinforce language learning, an outline for an analysis of the poem "Dedalo" by Jaime Torres Bodet is presented. Steps in this analysis include explanations of the significance of the title, a summary statement of the central theme, an exploration of the poem's surface meaning and metaphorical meaning, grammatical and external analyses, and a brief discussion of the poem's lasting value. Some suggestions on the selection of reading materials are also included. (AF)

ED 026 899

FL 001 106

[Toward Reform of Russian Orthography.]

Pub Date 65

Note—8p.

Journal Cit—A Pedagogical Journal in Russian; v19 n71-72 p83-89 1965

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Language Standardization, *National Norms, *Orthographic Symbols, *Russian, *Spelling

This article in Russian reviews the report of the Commission on the Improvement of Russian Orthography under the Institute of Russian Language of the USSR Academy of Sciences. The report, quoted from the journal, "Russkii jazyk v natsionalnoi shkole" (Moscow, 1964, Number 6), outlines the activities and recommendations of the commission and lists the changes made in 1956. In conclusion, the report's suggestions for future orthographic reforms are mentioned. (JH)

ED 026 900

FL 001 109

Kasatkin, S.V.

[An Essay on Synonymy.]

Pub Date 65

Note—9p.

Journal Cit—A Pedagogical Journal in Russian; v19 n71-72 p62-69 1965

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Dictionaries, *Lexicology, *Russian, *Taxonomy, *Vocabulary

Written in Russian, the article first notes common mistakes made by students of Russian and points out the dearth of synonym- and phraseological dictionaries of Russian. It then discusses 15 instances of synonymy. An alphabetical index of the 36 sample words is provided. (JH)

ED 026 901

FL 001 112

Hickel, Raymond A.

Teaching French to Franco-Americans: A Controversial Problem.

Maine State Dept. of Education, Augusta.

Pub Date Oct 65

Note—3p.

Journal Cit—Maine Foreign Language Bulletin; v12 n1 p8-10 October 1965

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Bilingual Students, Cultural Context, Ethnic Groups, *French, Grammar, Grouping (Instructional Purposes), *Language Instruction, Language Skills, Literature, Phonetics, Pronunciation Instruction, Psychology, *Second Language Learning, *Teaching Techniques, Vocabulary

A study of bilingualism among third-generation Americans of French-Canadian extraction briefly examines their linguistic superiority in French over monolingual students and appraises the appropriate psychological approaches to teaching this special group. The article suggests that an "educated standard French" be presented as an alternative to rather than a substitute for the "home accent," an alternative used for international communication. Suggestions are made for building on the established language foundation by emphasizing phonetics and by enriching vocabulary, grammar, and cultural studies. (DS)

ED 026 902

FL 001 114

Mueller, Theodore H.

Programmed Language Instruction—Help for the Linguistically "Underprivileged."

National Federation of Modern Language Teachers Association.

Pub Date Feb 68

Note—6p.

Journal Cit—The Modern Language Journal; v52 n2 p79-84 Feb 1968

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Academic Achievement, Auditory Perception, *Average Students, *College Freshmen, College Language Programs, Degree Requirements, *French, Language Laboratory Use, Language Tests, *Low Ability Students, *Programed Instruction, Self Pacing Machines, Tables (Data), Teacher Role, Teaching Assistants

Identifiers—Basic French, MLA Cooperative Foreign Language Tests

A study of a first-year French course using programmed instruction at the University of Kentucky is described. Attention is directed to the performance of average and below-average students in the class. An outline of the learning situation notes the use of inexperienced graduate assistants as teachers, the "Basic French" text, minimal steps, individual learning pace, and immediate reinforcement. Results of the Modern Language Association (MLA) Cooperative Foreign Language Tests which were administered to the students are also presented. (AF)

ED 026 903

FL 001 116

Parker, Henry H. Sturdivant, Ann

Light and Dark Waves.

Cornell Coll. Mount Vernon, Iowa. Dept. of Classical and Modern Languages; Iowa Univ., Iowa City. Div. of Extension and Services.

Pub Date Apr 66

Note—6p.

Journal Cit—Iowa Foreign Language Bulletin; v9 n3 p10-15 Apr 1966

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Applied Linguistics, Classical Literature, Cultural Context, *Instructional Materials, Language Instruction, Language Skills, *Latin, *Reading Skills, Teaching Methods, *Textbook Content, *Textbook Evaluation, Traditional Grammar

Several Latin textbooks are described and evaluated in terms of their effectiveness in teaching language mastery. These are: (1) "Using Latin," Scott, Foreman, (2) "Latin for Americans," Macmillan, (3) "Lingua Latina," by Burns, Medicus, and Sherburne, and (4) "A Basic Course in Latin," "An Intermediate Course in Latin-Reading," and "An Intermediate Course in Latin-Drills," by O'Brien and Twombly. An editor's note describes Parker's own texts "How to Speak Latin" and "Beginning Latin" as being an audiolinguistically oriented course with visual aids. (AF)

ED 026 904 FL 001 118

Woody, Philip F.

An Address to the Classical Association of

Western New York.

Canisius Coll., Buffalo, N.Y.

Pub Date Apr 66

Note—8p.

Journal Cit—Canisius College Language Methods Newsletter; v3 n2 p1-8 April 1966

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Ancient History, Classical Languages, *Classical Literature, Diachronic Linguistics, Humanities, Indo European Languages, *Language Classification, Language Instruction, Language Role, *Latin, *Literary History

Highlighting this article which argues in defense of classical language, literature, and cultural studies is a brief description of the history and development of the Latin language, its emergence into modern tongues, its direct Etruscan derivation, and its fixed and formal nature. Other topics treated briefly include a distinction made between Latin and Roman, the cultural and educational mores of the Romans, Latin literary masterpieces, a classification of the Indo-European languages, the classics as a basis for Arts and Sciences curriculums, and a review of the humanistic revival movements. (DS)

ED 026 905 FL 001 119

Rosenberg-de La Marre, G.

Present Status of Modern Languages in American Education.

Canisius Coll., Buffalo, N.Y.

Pub Date Apr 66

Note—3p.

Journal Cit—Canisius College Language Methods Newsletter; v3 n2 p9-11 Apr 1966

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Area Studies, Career Opportunities, *College Language Programs, Cultural Context, *Elementary Schools, Foreign Relations, *Language Instruction, Language Laboratories, Language Learning Levels, Modern Language Curriculum, *Secondary Schools, Second Language Learning, *Teaching Methods

The article proposes to answer the non-specialist's inquiries into the nature, objectives, and role of the modern language curriculum. Information is made available on career opportunities for those selecting foreign languages as their major study, and some suggestions are given on ways in which language proficiency can contribute to international understanding. (DS)

ED 026 906 FL 001 122

Brown, Gordon

Foreign Languages: A Needed Emphasis in America.

Tennessee Education Association, Nashville.

Pub Date 66

Note—9p.

Journal Cit—Tennessee Foreign Language Bulletin; v13 n2 p8-16 Spring 1966

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Cross Cultural Training, *Foreign Culture, Foreign Relations, French, German, *Guidelines, Italian, *Language Classification, *Language Patterns, Language Role, Language Skills, Literature, *Modern Languages, Portuguese, Russian, Second Language Learning, Spanish

The history, linguistic development, and chief characteristics of the French, German, Italian, Portuguese, Russian, and Spanish languages are presented in short, informative sketches as guidelines for foreign language study. The article also briefly analyzes major literary works and cultural highlights of areas where the languages are spoken. (DS)

ED 026 907 FL 001 123

Walsh, Donald

The Four Fundamental Skills.

Pub Date 5 Nov 65

Note—10p.; Speech presented at the Foreign Language Conference, Gearhart, Oregon, November 5, 1965.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Audiolingual Methods, Cultural Context, Grammar Translation Method, Language Instruction, Language Laboratories, *Language Skills, Linguistics, Literature, *Modern Languages, Oral Communication, Programmed Instruction, *Second Language Learning, Structural Analysis, *Teacher Role, *Teaching Methods

Trends, developments, and special needs in foreign language instruction are discussed in this speech. Priority is given to a definition and evaluation of the language skills, and suggestions are included for mastering listening, speaking, reading, and writing aspects of second languages. Related topics of culture, literature, linguistics, language laboratories, and teacher role conclude the presentation. (AF)

ED 026 908 FL 001 131

Nelson, Robert J.

Realia and Realities: From Language to Literature.

Pennsylvania State Modern Language Association.

Pub Date Apr 65

Note—8p.; Abridged version of speech presented at Fall Conf of the Penna State Modern Lang Assn, Bucknell Univ, Lewisburg, Penna, Oct 10, 1964.

Journal Cit—Bull of the Pennsylvania State Modern Lang Assn; v43 n2 p65-72

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Audiolingual Methods, Cultural Context, Language Instruction, *Literature, *Modern Languages, Motivation Techniques, Oral Communication, *Reading Materials, Reading Skills, *Second Language Learning, Speech Skills, Teacher Role, *Teaching Methods

The separation of language study from literary study is advocated in this discussion of today's attitudes on language teaching. Observations of the slow rate of acquisition of speaking and reading skills even among better students leads to suggestions for changes in conventional allocations of time and function assigned to students and teachers as well as for the development and introduction of new reading materials. (AF)

ED 026 909 FL 001 132

Edberg, George J.

Some Broader Hints on Establishing a Language Laboratory.

Pennsylvania State Modern Language Association.

Pub Date Apr 65

Note—3p.

Journal Cit—The Bulletin of the Pennsylvania State Modern Language Association; v43 n2 p93-95 Apr 1965

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Audiovisual Aids, Instructional Materials, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, Language Programs, *Modern Languages, Physical Design Needs, Program Planning, *Reference Materials, Second Language Learning, Tape Recordings, Textbooks

A general survey of U.S. schools and universities in 1965 suggests that 50 percent of them do not feature proper language laboratory facilities. Aimed at prospective laboratory buyers and those seeking equipment replacements, the article analyzes the laboratory's mechanical aspects, accessible locations, physical facilities and equipment arrangement, uses of audiovisual aids, program planning, and decision making, all in terms of users' needs. A list of standard texts on language laboratories is provided, and there is a sketch of a proposed laboratory. (DS)

ED 026 910 FL 001 141

Gradiznik, Anthony

Television Can Be Effective in the FLES Program.

American Association of Teachers of Spanish and Portuguese.

Pub Date Sep 66

Note—5p.

Journal Cit—Hispania; v49 n3 p485-489 Sep 1966

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Educational Objectives, Educational Television, Elementary Schools, *Fles, *Fles Teachers, *Language Instruction, Language Skills, Secondary Schools, Spanish, Teacher Attitudes, Teacher Education, Teaching Techniques, Team Teaching, Telecourses, Televised Instruction, *Television

Factors important to the success of televised FLES programs are identified and discussed. These include—cooperation of secondary school teachers, training methods for the classroom teacher, team teaching, a procedure for the classroom teacher, teaching techniques, choosing a televised FLES program, and FLES in the elementary school curriculum. (AF)

ED 026 911 FL 001 144

Rexine, John E.

A Proposal for Teacher Training in the Classics. Classical Association of the Atlantic States, Inc.

Pub Date Oct 68

Note—3p.; Paper presented at the University of Kentucky Foreign Language Conf (21st, Lexington, April 25-27, 1968).

Journal Cit—The Classical World; v62 n2 p43-45 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Classical Languages, Classical Literature, College Language Programs, Educational Trends, *Higher Education, *Language Enrollment, Language Instruction, Language Teachers, *Latin, Masters Degrees, Master Teachers, *Secondary Schools, Teacher Education, Teacher Education Curriculum

Enrollment and program trends in classical studies, especially those pertaining to Latin, in U.S. secondary schools and universities are explored. Special concerns such as the limited interest in the classics and decreasing Latin enrollments in high schools are identified. Suggestions are made for surveys assessing Latin and classical studies offerings, and a Master of Arts in Teaching (MAT) program is outlined. (DS)

ED 026 912 FL 001 149

Feldman, Thalia Phillips

Caesar and Cultural Integration.

Canisius Coll., Buffalo, N.Y.

Pub Date Dec 66

Note—10p.

Journal Cit—Canisius College Language Methods Newsletter; v4 n2 Dec 1966

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Ancient History, *Classical Languages, *Classical Literature, Cross Cultural Training, *Cultural Context, Diachronic Linguistics, Higher Education, Language Instruction, *Latin, Literary Analysis, Literary Criticism, Literature Appreciation, *Motivation Techniques, Structural Analysis, Teaching Techniques

A university Latin instructor demonstrates the use of motivation techniques in teaching Caesar's account of the Gallic wars, the "Bellum Gallicum." Brought into play in order to show the work's sense and balance, its structural analysis, and its literary and historical context, are literary masterpieces of other periods, the essentials of literary style and criticism, journalism practices, aspects of cultural anthropology, and aesthetics definitions. (DS)

ED 026 913 FL 001 150

McClellan, George B.

The Foreign Language Program in Hackensack Public Schools.

New Jersey Modern Language Teachers Association.

Pub Date 67

Note—2p.

Journal Cit—Modern Language Notes; v9 n3 Summer 1967

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Articulation (Program), Educational Finance, Educational Objectives, *Fles Programs, Language Enrollment, Language Instruction, Language Proficiency, Language Skills, Language Tests, *Modern Language Curriculum, *Program Costs, Program Evaluation, *Secondary Schools, Second Language Learning, *Spanish

Attention is focused on the 10-year (grades 3-12) Spanish sequence in the Hackensack schools. Program expenses, student test scores, and a subjective evaluation of the project's effectiveness are included. Also discussed are enrollment trends, students who discontinue studying Spanish, the transference value of language skills, and the reasons for selecting Spanish as the sequence language. (AF)

ED 026 914 FL 001 153

Russo, Joseph A.

An Italian Idiom List.

National Federation of Modern Language Teachers Association.

Pub Date Jan 62

Note—8p.

Journal Cit—The Modern Language Journal; v46 n1 p14-21 Jan 1962

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Expressive Language, *Idioms, Instructional Materials, *Italian, *Language Patterns, Language Usage, Oral Expression,

*Reading Materials, *Second Language Learning, Textbooks, Vocabulary, Word Frequency, Word Lists

There are 452 idioms in this listing compiled from the 1,920 idioms in Gaetano Massa's work, "Italian Idioms and Proverbs." The study attempts to determine the range and frequency of each idiom by checking the master list against the end-vocabularies of 25 representative Italian texts consisting of novels, short stories, and plays. A bibliography of works consulted is provided. For a related document see FL 001 152. (DS)

ED 026 915 FL 001 154
Vocolo, Joseph M.

The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School.

National Federation of Modern Language Teachers Association.
Pub Date Dec 67

Note—7p.
Journal Cit—The Modern Language Journal; v51 n8 p463-469 Dec 1967

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Elementary School Students, *Fles, *French, Language Instruction, Language Learning Levels, *Language Proficiency, Language Skills, Language Tests, Matched Groups, Reading Achievement, *Secondary School Students, Student Characteristics, Student Testing, Tables (Data)

Identifiers—MLA Cooperative French Tests

Achievement of former FLES students is compared with a matched group of non-FLES high school students completing an intermediate French course. The Modern Language Association (MLA) Cooperative French Tests were used to determine proficiency in the four language skills. Special attention is given to data analysis and the matching of groups in terms of intelligence, achievement, instruction received, and sex. (AF)

ED 026 916 FL 001 157
Thuma, Jean R.

Your Language Laboratory Facilities Present and Future.

Hawaii Univ., Honolulu.
Pub Date 15 Oct 68

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Dial Access Information Systems, Graphs, Language Enrollment, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, Language Research, Modern Languages, *Physical Design Needs, Physical Facilities, Scheduling, *Second Language Learning, Staff Utilization, Tables (Data), Textbooks, Uncommonly Taught Languages

Identifiers—University of Hawaii

Rationale and facilities of the University of Hawaii's language laboratories are examined. The two-fold summary defines present (Fall 1968) and future (Fall 1969) needs, physical facilities, expected language enrollments, schedules, staff, services, research, experimentation, and planning. Also treated is the financial aspect of laboratory operation. (AF)

ED 026 917 FL 001 158
Germain, Claude

Le Français, Langue Seconde: Aspects de la Conversation (French as a Second Language: Conversational Aspects).

Pub Date 68
Note—144p.; Thesis presented to the Dept of Applied Linguistics, Faculty of Letters, Univ of Montreal, 1968.

EDRS Price MF-\$0.75 HC-\$7.30

Descriptors—*Applied Linguistics, Audiolingual Skills, Bibliographies, *Conversational Language Courses, *French, Language Fluency, Language Instruction, Learning Plateaus, *Learning Theories, Linguistic Theory, Listening Comprehension, Psycholinguistics, *Second Language Learning, Structural Linguistics

The nature of conversation as communication is explored in its psychological, linguistic, and didactic aspects with particular reference to the learning of French as a second language. Major emphasis is placed on psychological and linguistic theories. In the didactic section, the problems, value, and methodology of conversation classes are described, and three proposed levels of instruction are defined. An 81-item bibliography is included. (AF)

ED 026 918 FL 001 165

Walsh, Donald D.
Advice to the Language Learner.

Hawaii Univ., Honolulu. Coll. of Education.

Pub Date Dec 66

Note—4p.

Available from—Materials Center, Modern Language Association, 62 Fifth Avenue, New York, N. Y. 10011 (25 for \$1.00).

Journal Cit—The Hawaii Language Teacher; v8 n1 p10-13 December 1966

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Child Language, *Language Skills, *Learning Experience, Memorizing, *Modern Languages, Pattern Drills (Language), Reading Materials, *Second Language Learning, *Skill Development, Structural Analysis, Study Skills

This essay is addressed to the language student rather than the teacher. Second language learning and its component skills are explained briefly. Techniques of imitation, analogy, analysis, practice, and memorization are described, and speaking, reading, and writing skills are discussed. Suggestions are made for improving reading ability in foreign languages. (DS)

ED 026 919 FL 001 167

Bilingual Elementary Schooling: A Report to Texas Educators.

Texas Univ., Austin.

Pub Date [Aug 68]

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Bibliographies, *Bilingual Education, Bilingualism, Bilingual Schools, *Conference Reports, Curriculum Development, *Curriculum Planning, Elementary Education, Elementary School Curriculum, *Elementary Schools, English (Second Language), Language Instruction, Non English Speaking, Second Language Learning, *Summer Institutes

A study of bilingual elementary schooling made at a 1968 summer bilingual institute held at the University of Texas includes an extensive introduction covering basic principles, definitions, misconceptions, bilingualism in the United States and abroad, variations in program design, and suggested program guidelines. The body of the document is comprised of suggestions for boards of education, administrators, teachers, parents, and children involved in initiating new bilingual programs. A selected bibliography on research in bilingualism concludes the study. (AF)

ED 026 920 72 FL 001 170
Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia, Volume 1 Number 4 1967.

Agence Tunisienne de Public Relations, Tunis (Tunisia); National Science Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TT-67-59-301-4

Pub Date 67
Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Adult Education, *Annotated Bibliographies, Arabic, *Cultural Differences, *Education, *Educational Problems, Educational Theories, Elementary Schools, English, *Foreign Countries, Foreign Relations, French, Higher Education, Instructional Materials, International Education, Italian, School Administration, Secondary Schools, Statistical Data, Teacher Education

This is an annotated bibliography with abstracts of 110 entries including materials in English, French, and Arabic on educational organization, philosophy and theory, school administration, higher education, adult education, special problems, and structure of North Africa's educational organization. Vocational, religious, fine arts, and special education receive briefer attention along with educational statistics, teaching aids, international cooperation, and a Tunisian presidential address. For a related document see FL 001 056. (AF)

ED 026 921 FL 001 179

Experiment in French Language Instruction, 1958-1959.

Antioch Coll., Yellow Springs, Ohio.

Pub Date Nov 59

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Academic Achievement, *Audiovisual Aids, *College Language Programs, *Course Evaluation, *Experimental Programs, *French, Instructional Innovation, Instructional Materials, Language Instruction, Language Proficiency, Language Skills, Student Attitudes, Tables (Data), Teacher Rating, Teaching Assistants

An evaluation of the first year of Antioch College's experimental French I course features the use of student assistants, the development of acetate audiovisual aids, and organization of class time. Groups are compared, and results in achievement on a language placement examination and on a teacher rating scale are discussed. An appendix contains examples of an acetate visual, teaching rating scale, and background data sheet. For a related document see FL 000 400. (DS)

ED 026 922 FL 001 182
Lipton, Gladys And Others

Manual of Tape Scripts: French, Level 1.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Jan 68

Note—115p.

Available from—Board of Educ of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 (\$2.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, Audiolingual Skills, Curriculum Guides, *French, Grammar, Instructional Materials, Language Instruction, Language Laboratories, Language Learning Levels, *Pattern Drills (Language), *Secondary Schools, *Tape Recordings, Teaching Techniques, Verbs, Vocabulary

Designed specifically for use in the oral phase of first-level French classes in New York City Public Schools, these scripts may be used as supplemental drill or review material in any beginning conversational French course with or without the accompanying audio tapes. The two-part manual treats through a variety of drills such aspects of grammar as articles, adjectives, object pronouns, and verb conjugations and usage. A functional vocabulary list precedes each exercise. (CW)

ED 026 923 FL 001 183

Manual of Tape Scripts: Spanish, Level 1. Curriculum Bulletin, 1967-68, Series Number 16.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 68

Note—221p.

Available from—Publications Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$3.00).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Grammar, Instructional Materials, Language Instruction, *Pattern Drills (Language), *Programed Texts, *Secondary Schools, *Spanish, Vocabulary

These tape scripts accompany tapes on Spanish grammatical structures for Level 1. The contents include presentation and practice on articles, adjectives, adverbs, simple negative, regular and irregular verbs, pronouns, and the complimentary infinitive. Each script is prefaced with syllabus number and topic and the vocabulary to be introduced or reviewed before presentation of the tape. (DS)

ED 026 924 FL 001 184

Mildenberger, Andrea S. Liao, Allen Yuan-heng

ERIC Documents on the Teaching of Foreign Languages: List Number 1.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date Dec 68

Note—32p.; Preprinted from Foreign Language Annals, v2 n2 December 1968.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Abstracts, Bilingualism, *Catalogs, Classical Languages, *Clearinghouses, Cultural Context, Curriculum Guides, *Educational Resources, Fles, *Language Instruction, Language Laboratories, Microfiche, Modern Languages, Programed Instruction, *Second Lan-

guage Learning, Statistical Studies, Teacher Education, Teaching Techniques, Televised Instruction, Testing

A catalog of ERIC documents accessioned by the Modern Language Association ERIC Clearinghouse and other Clearinghouses during November 1967 and June 1968 lists materials relating to foreign language instruction. Items are grouped alphabetically, and a user index helps locate items in twelve categories. Information is given on prices (both microfiche and hard copy), ED code numbers, and the availability of the abstract. (DS)

ED 026 925 FL 001 185

The California State International Programs: The Official Study Abroad Program of the California State Colleges; France, Germany, Italy, Japan, Spain, Sweden, Taiwan.

California State Colleges, San Francisco. Office of International Programs.

Pub Date [68]

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—Admission Criteria, Course Organization, Cross Cultural Training, Culture Contact, Foreign Countries, Foreign Culture, Foreign Relations, Intercultural Programs, *International Education, *International Programs, *Program Descriptions, *State Colleges, Student Costs, *Study Abroad

Identifiers—California, France, Germany, Italy, Japan, Spain, Sweden, Taiwan

Described specifically in this booklet are study abroad programs in France, Germany, Italy, Japan, Spain, Sweden, and Taiwan, sponsored by the California State Colleges as integral parts of their academic curriculums. General information is provided on admission requirements, academic aspects, student life abroad, costs, and financial aid. In addition to a brief history of the program, the booklet includes fairly extensive information on regulations. (AF)

ED 026 926 FL 001 189

Mathieu, G.

The Case for Tapes Without Pauses.

Pub Date Jan 65

Note—4p.

Journal Cit—The Modern Language Journal; v49 n1 p40-43 Jan 1965

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Audiolingual Methods, Language Instruction, Language Laboratory Equipment, *Language Laboratory Use, Listening Comprehension, *Modern Languages, *Pattern Drills (Language), Programmed Instruction, *Tape Recordings, Teacher Role, Teaching Techniques, Time Factors (Learning)

An argument for taping pattern drills without pauses is advanced as a means for allowing students to learn at their own rate. Insertion of pauses by the teacher and advantages of a foot pedal to control pauses are discussed. Examples are provided for two, three, four, and five cycle drills. (AF)

ED 026 927 FL 001 190

Mathieu, G.

"Pitfalls of Pattern Practice," An Exegesis.

National Federation of Modern Language Teachers Association.

Pub Date Jan 64

Note—5p.

Journal Cit—The Modern Language Journal; v48 n1 p20-24 Jan 1964

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Audiolingual Methods, Audiolingual Skills, Communication (Thought Transfer), Conditioned Response, *Language Instruction, Paralinguistics, *Pattern Drills (Language), *Teacher Role, *Teaching Models, *Teaching Techniques

Errors commonly made in mimicry pattern drills are identified, and suggestions made for the proper use of drills. The need for distinct gestures by the teacher to secure response, feedback of correct response, and retracing is emphasized. A step-by-step breakdown of the drill is offered as a model. (AF)

ED 026 928 FL 001 192

A Guide to U.S. Government Agencies Involved in International Educational and Cultural Activities.

Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Pub Date Sep 68

Note—198p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Dept. of State Publication 8405, International Information and Cultural Series 97, \$1.50).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Cultural Activities, Cultural Education, Cultural Exchange, *Education, Educational Programs, *Federal Government, Foreign Relations, Government Role, Interagency Coordination, Intercultural Programs, *International Programs, *Program Descriptions, Program Guides, Teacher Exchange Programs, World Affairs

Designed as an aid for interagency government personnel, private organizations, and the interested public, this revised guide summarizes the 1967-68 fiscal year activities of Federal government agencies involved in international educational and cultural affairs. This 1968 edition contains data-supported descriptive accounts, by agency, of all international programs supported by an agency and gives some ideas of the dimensions of the involvement. (CW)

ED 026 929 FL 001 197

Strasheim, Lorraine A., Comp.

Language Laboratory Teaching.

Indiana Univ., Bloomington. Indiana Language Program.

Pub Date 68

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Effective Teaching, Evaluation, Instructional Materials, *Language Instruction, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, *Language Teachers, Lesson Plans, Modern Languages, Physical Design Needs, Scheduling, Teacher Education, Teaching Techniques, Testing

There are three parts to this study of the language laboratory—physical arrangements, the teacher, and laboratory sessions. Special features of laboratory types, scheduling, teaching materials, language teacher education and capabilities, teaching techniques, sample lessons, and laboratory testing and grading are fully described. An appendix includes a bibliography and a teacher library collection on the language laboratory. (AF)

ED 026 930 FL 001 198

Huebener, Theodore

Why Johnny Should Learn Foreign Languages.

Pub Date 61

Note—152p.

Available from—Chilton Company, Book Division, 401 Walnut Street, Philadelphia, Pennsylvania 19106 (\$4.14).

Document Not Available from EDRS.

Descriptors—*Career Opportunities, Educational History, Educational Objectives, *Educational Quality, Federal Programs, Fles, *Foreign Relations, Immigrants, Intensive Language Courses, International Organizations, *Language Instruction, Language Programs, Language Research, Language Role, Linguistics, Modern Languages, *Second Language Learning, Statistical Data

A case for the study of foreign languages by pupils in the United States is presented in this book. The polyglot nature of America and the history of its language education is described, and language programs in foreign countries and in the United States are compared. Also discussed are the need for adequate language education for international contact and career opportunities in languages. Linguistics and the languages of the world are briefly examined, and some suggestions are made about the future of language education and language laboratory use. (AF)

ED 026 931 FL 001 202

Huebener, Theodore

Audio-Visual Techniques in Teaching Foreign Languages.

Pub Date 60

Note—174p.

Available from—New York University Press, 62 Fifth Ave., New York, N.Y. 10011 (\$4.95).

Document Not Available from EDRS.

Descriptors—Audio Equipment, *Audiovisual Aids, *Audiovisual Instruction, Educational Radio, Educational Television, Films, Filmstrips, Instructional Materials, *Language In-

struction, Language Laboratories, Modern Languages, Phonograph Records, Projection Equipment, Tape Recorders, *Teaching Techniques, *Textbooks

A textbook of audiovisual materials describes the use of items for classroom display, the blackboard, and flat materials (flash cards, projectionable materials, films). There are separate chapters on the audio materials and techniques (phonograph and radio), tape recorders, television, and the foreign language laboratory. An extensive appendix list recommends audiovisual materials and their sources. (AF)

ED 026 932 FL 001 212

Eaton, Esther M. And Others

Source Materials for Secondary School Teachers of Foreign Languages.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—OE-27001-C

Pub Date 66

Note—33p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.227:27001C, \$.25).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Catalogs, English (Second Language), Foreign Language Periodicals, *Instructional Materials, *Language Instruction, Language Laboratories, Language Research, Language Tests, Linguistics, *Modern Languages, Programmed Instruction, Reference Materials, *Secondary School Teachers, Textbooks

A source list of instructional materials on foreign language teaching for use in secondary schools covers such topics as audiovisual aids, curriculum guides, cultural and travel aids, foreign language periodicals, language tests, vocational opportunities, language laboratories, linguistics, and programed instruction. All items are for sale and prices are listed. (AF)

ED 026 933 24 FL 001 217

Becker, James M.

An Examination of Objectives, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools

Foreign Policy Association, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2908-PR

Pub Date 14 Nov 68

Contract—OEC-1-7-002908-2028

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—Cross Cultural Training, Current Events, Educational Innovation, *Educational Objectives, Educational Research, Educational Sociology, Elementary Schools, Foreign Relations, High School Curriculum, Information Dissemination, *International Education, Political Attitudes, *Schools, Secondary Schools, Social Change, Social Sciences, *Social Studies, Sociocultural Patterns, *World Affairs

This research report compiled by the Foreign Policy Association is a collection of eight articles by key individuals in education and social sciences. The study's central themes are recognition of the rapid social and cultural change in human affairs, the need to review international education developments, and a clarification of educational objectives. Each paper examines how well U.S. schools are meeting the challenge of preparing today's youth for full participation in world affairs. Following a brief introduction by the project director, the essays explore ideas on the structure of, and problems inherent in international education, the high school social studies curriculum, the social sciences framework, information dissemination on world affairs education, technological progress, and concepts of a global society. (DS)

ED 026 934 48 FL 001 234

Van Campen, Joseph A.

Project for Application of Mathematical Learning Theory to Second-Language Acquisition, With Particular Reference to Russian. Final Report.

Stanford Univ., Calif. Community Coll. Planning Center.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-1209

Pub Date Aug 68

Contract—OEC-0-8-001209-1806

Note—196p.

EDRS Price MF-\$0.75 HC-\$9.90

Descriptors—Audiovisual Methods, Audiovisual Instruction, *Autoinstructional Methods, *College Language Programs, Computational Linguistics, *Computer Based Laboratories, Computer Oriented Programs, Data Analysis, Individualized Curriculum, Instructional Innovation, Language Instruction, *Language Research, Programed Instruction, Program Improvement, Research Needs, *Russian, Second Language Learning

A Stanford University project in which mathematical learning theory was applied to the learning of Russian in a first-year, computer-based college course is examined in this report. Included in the description of this project, designed to complete and implement the first-year Russian course, are the research and curriculum potentials of computer-based instruction, specific methods and techniques employed in conducting the experiment, and an analysis of the research findings. The bulk of the report appears in the form of appendices which give examples of computer input codes, descriptions of the computer system, statistics on enrollment, lengthy tables of student responses, final examination results, an outline of grammatical points covered, and samples of the daily student summary sheets. (CW)

ED 026 935 24 FL 001 254

Riley, John E.

The Influence of Bilingualism on Tested Verbal Ability in Spanish and English. Final Report.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-G-039

Pub Date 7 Jun 68

Grant—OEG-7-8-000039-0016-(010)

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Bilingualism, Bilingual Students, Community Influence, Elementary School Students, English (Second Language), Language Ability, *Language Development, *Language Research, Language Tests, *Mexican Americans, Second Language Learning, Spanish Speaking, Tables (Data), *Verbal Ability, Visual Stimuli, Word Recognition

Identifiers—Fort Worth, Hoffman Bilingual Schedule, Laredo, Peabody Picture Vocabulary Test, Texas

One hundred twenty first-grade Mexican-American students (60 from each Fort Worth and Laredo, Texas) were subjects of an experiment which attempted to determine whether bilingualism inhibits verbal ability in one or both of the children's languages. The PPVT-A (Peabody Picture Vocabulary Test, Form A) was used to test verbal ability and bilingualism was assessed by a Spanish translation of the Hoffman Bilingual Schedule administered to the parents (a copy of which is reproduced in the appendix). Results, contrary to previous studies cited, showed that the degree of bilingualism was not negatively correlated with the PPVT-A in English or Spanish. The underlying complexities of testing bilingualism are discussed with particular reference to the importance of community influence on the child's bilingual ability. The article is divided into sections which discuss methods, results, and conclusions of research. Statistical tables and references are included. (CW)

ED 026 936 FL 001 278

Svobodny, Dolly D., Comp.

Research and Studies About the Use of Television and Film in Foreign Language Instruction: A Bibliography With Abstracts.

Modern Language Association, New York, N.Y.

ERIC Clearinghouse on the Teaching of Foreign Languages.

Pub Date Jan 69

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Annotated Bibliographies, Audiovisual Methods, Audiovisual Instruction, Closed Circuit Television, College Language Programs, Educational Television, Elementary School Students, Experimental Teaching, *Films, Foreign Language Films, Instructional Television, *Language Instruction, *Modern Languages, Secondary Schools, *Second Language Learning, Telecourses, *Televized Instruction, Television Research

A compilation of 90 abstracts describes research and experimental teaching using television and film methods in foreign language in-

struction. The studies cover (1) a comparison of televised instruction with face-to-face presentation, (2) a comparison of filmed or kinescoped courses with direct instruction, (3) other uses of television and film application for instruction, (4) the significance of student and teacher attitudes, and (5) the effects of production variables in television and films. Many of the documents are available through ERIC, and the appropriate prices and code numbers are given. (DS)

ED 026 937 FL 001 315

Mathieu, Gustave Bording

MLabstracts, 1961-66, With an Introduction by the General Editor.

California State Coll., Fullerton. Dept. of Foreign Languages.

Pub Date Jan 69

Note—374p.

EDRS Price MF-\$1.50 HC-\$18.80

Descriptors—*Abstracts, Audiovisual Aids, *Classical Languages, Conference Reports, Cultural Context, Curriculum Guides, Fles, Higher Education, Instructional Materials, *Language Instruction, Language Laboratories, Language Research, Linguistics, *Modern Languages, Programed Instruction, Psychology, Secondary Schools, *Second Language Learning, Teacher Education, Teaching Methods

"MLabstracts," originally published four times a year from 1961 to 1966 was designed to help the foreign language teacher keep current with developments in his field by providing abstracts of relevant publications on the teaching of modern languages "from kindergarten to the Ph.D." All the 1,146 abstracts appearing in the 22 issues of the original abstract journal are collected here, representing publications which range from accessible books and articles to fugitive materials such as research reports, curriculum guides, and conference papers. Areas covered include (1) the teaching of specific languages, including Latin and Greek and uncommonly as well as commonly taught modern languages, (2) methods, materials, and equipment, (3) language laboratories, audiovisual aids, and programed instruction, (4) linguistics, (5) psychology of language learning, (6) cultural context, (7) testing and evaluation, and (8) teacher qualifications and training. Cumulative author and subject indexes conclude the collection. (AR)

ED 026 938 HE 000 203

Ford, Franklin L.

To Live With Complexity: A Problem for Students—And for the Rest of Us.

Harvard Univ., Cambridge, Mass.

Pub Date 68

Note—9p.; A summary of remarks delivered before annual convocation of Harvard College Fund

Journal Cit—Harvard Today; p4-12 Aut 1968

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Activism, *Faculty, *Higher Education, *Student Attitudes, Student Behavior, Student College Relationship, *Students

Identifiers—*Vietnam War

In articles on student unrest, there is a great tendency to oversimplify the issues and to assume that the components and stakes are the same from Minnesota to Czechoslovakia. To understand this complex phenomenon, the following questions should be answered: How many different problems, of what orders of magnitude and intensity, need to be recognized? What can faculties and administrations do to meet these problems without relinquishing educational freedom to bigotry? Can the university, after identifying the levels of problems, deal with them? Can it emerge with its structure and underlying values intact? If danger to these values exists, how can the individual professor help counteract it? To analyze the structural variety of student unrest, it is helpful to consider the membership and motives of students in terms of a series of concentric circles. From this perspective, the different sources of unrest can be dealt with differently. (The Vietnam war injects a special element of venom into student discontent.) Many students have turned to quieter and slower ways of effecting change and the worst of the destructive frenzy may be over. Out of the turmoil has come the ominous evidence of a possibly damaging anti-intellectualism and evidence of the lack of recognition by college faculties of their own pivotal role in dealing with student unrest and

their view that the troubles are none of their business. Faculty reticence must be overcome and the university must be recognized as an overarching institution composed of a maze of subcommunities in which there can be no special rules for anyone. (JS)

ED 026 939 HE 000 235

Harrington, Fred Harvey

The Compact for Education.

California Univ., Berkeley. Center for Research and Development in Higher Education.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 66

Note—18p.; Paper presented at 8th Annual College Self-Study Institute, University of California, Berkeley, July 11-14, 1966, "Campus and Capitol."

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Coordination, *Educational Coordination, Higher Education, Interinstitutional Cooperation, *Interstate Programs

Identifiers—*Compact for Education

The Compact for Education is not yet particularly significant either for good or evil. Partly because of time and partly because of unreasonable expectations, the Compact is not yet a going concern. Enthusiasts have overestimated Compact possibilities and opponents have overestimated its dangers, so if the organization has limited rather than total success fears should decline. Although there has always been a strain between educators and elected officeholders, they have cooperated in many programs. The idea for the Compact was contained in James B. Conant's SHAPING EDUCATIONAL POLICY and foundation officials turned to Terry Sanford to carry forward the proposal. Sanford favored an organization that gave power to governors but that aspect was changed after legislators objected. Strong protests came from other sectors, notably higher education, concerning their lack of representation and concessions were made. It is necessary for the Compact to move further in the direction toward better understanding and cooperation among educators, public officials and citizens without undermining satisfactory relations already in existence. The Compact's success to date is to be found in the mixing of these individuals. An annotated bibliography is included. (JS)

ED 026 940 HE 000 236

Benson, Charles S.

The Effects of Federal Support on Allocation of Campus Resources.

California Univ., Berkeley. Center for Research and Development in Higher Education.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 66

Note—26p.; Paper presented at 8th Annual College Self-Study Institute, University of California, Berkeley, July 11-14, 1966, "Campus and Capitol."

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Educational Finance, *Federal Aid, *Federal Programs, *Higher Education, Scientific Research

In its involvement with higher education, the federal government has followed a policy of building on strength. As late as 1964, 85% of federal funds for higher education were allocated for organized research. In 1962, 95% of research funds were devoted to work in the physical and life sciences. Federal monies are also highly concentrated geographically and are distributed in ways that allow large numbers of graduate students to devote full time developing research skills. Some of the sources of inefficiency in higher education are: poor quality of faculty, the teaching and learning of wrong things, neglect of undergraduate education, neglect of the poorer states and their gifted students. Federal involvement has helped to improve the quality of teaching but has not had a beneficial effect on the other sources of inefficiency. One solution might be to provide the states with block grants to strengthen all higher education within their borders. The states, however, would still be responsible for accounting for the use of funds and evaluating the success of federally funded programs. An annotated bibliography is included. (JS)

ED 026 941

HE 000 237

Morse, John F.

The Federal Government and Higher Education: Old Answers Breed New Questions.

California Univ., Berkeley. Center for Research and Development in Higher Education; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 66

Note—30p.; Paper presented at 8th Annual College Self-Study Institute, University of California, Berkeley, July 11-14, 1966, "Campus and Capitol."

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Educational Finance, *Federal Aid, Federal Programs, *Government Role, *Higher Education, Objectives

Four basic propositions lead to significant questions concerning government-university relations: (1) The nation needs an increasing supply of college graduates in all fields. So far, the financial implications of such a commitment have not been grasped. (2) Although the existing structure of higher education represents a sizeable investment, parts of the system are under severe financial strain. (3) Recent Congresses and Administrations have indicated that the federal government has a major role to play in financing higher education. (4) In spite of because of this infusion of federal funds, many institutions have a more precarious fiscal situation now than a decade ago. This is partly because demands have outstripped available resources and partly because federal support has been almost entirely categorical and requires the commitment of additional institutional funds. Ways must be found to provide general institutional support as a supplement to categorical aid. Major adjustments in funding formulas and in concepts of the responsibility of higher education must be made. Many areas should be explored—academic and housing facilities, graduate education, research, student aid, development of major university centers, undergraduate institutions, institutional cooperation, division of labor, revision of tax laws. It seems inevitable that the nations must consider federal support for higher education AS A SYSTEM. Possible approaches to achieving this are suggested. An annotated bibliography is included. (JS)

ED 026 942

HE 000 238

Glenny, Lyman A.

Politics and Current Patterns in Coordinating Higher Education.

California Univ., Berkeley. Center for Research and Development in Higher Education; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 66

Note—32p.; Paper presented at 8th Annual College Self-Study Institute, University of California, Berkeley, July 11-14, 1966, "Campus and Capitol."

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Agencies, *Coordination, Federal Programs, Governing Boards, *Higher Education, Master Plans, Policy Formation, *Political Power, State Action

One of the most influential factors leading to the strengthening of the states' role in higher education is the coordinating agency which acts in liaison between both the state and national capitols and the universities. The states continue to experiment with 3 types of coordinating systems: the voluntary council consisting of public college and university presidents and board members; the single governing-coordinating board for all state supported institutions of higher learning; and (most prevalent) a board, composed of citizens who do not directly administer any public institution, that is superimposed over the governing boards of individual institutions or systems. The movement toward creation of coordinating boards of citizen members having substantial powers has been accelerated because (1) the agencies are exercising greater political leadership in formulating and advocating policies for developing and expanding higher education (2) more and more federal grant programs are being oriented toward states rather than institutions (3) private institutions are becoming more involved in public policy making and coordination for all colleges and universities. Despite the attendant risks to the coordinating agency or individual members, the agency must seek a posi-

tion of political leadership in order to promote the long range interests of higher education. An annotated bibliography is included. (JS)

ED 026 943

HE 000 239

Aldrich, Daniel G., Jr.

Maintaining Institutional Identity and Autonomy in Coordinated Systems.

California Univ., Berkeley. Center for Research and Development in Higher Education; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 66

Note—14p.; Paper presented at 8th Annual College Self-Study Institute, University of California, Berkeley, July 11-14, 1966, "Campus and Capitol."

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Academic Freedom, College Environment, *Coordination, Educational Responsibility, *Higher Education, *State Programs, Student Attitudes, Teacher Attitudes

Identifiers—*California Master Plan for Higher Education

Institutional autonomy is a relative concept affected both by external constraints and by the attitudes and experience of those within the institution. The identity of an institution is the image established by the dynamics of its constituents and the freedom they exercise in establishing this identity determines its autonomy. In California, external constraints are produced by the interaction of the university system with the development of the Master Plan for Higher Education and the Coordinating Council for Higher Education. Accrediting agencies, professional societies, local, state and federal agencies account for other constraints. Sources of influence within the system are the regents, offices of presidents and vice presidents and university-wide committees. Within the institution, faculty, staff and student views shape the development and maintenance of institutional autonomy. The faculty tends to equate institutional autonomy with personal autonomy and the staff tends to view the university as a public trust requiring accountability to all it serves or is served by. Students, on the other hand, are vitally concerned about ends or results presumably provided by freedom of action. Students, faculty and staff not the administration, are the primary resources for achieving and preserving institutional identity and autonomy. An annotated bibliography is included. (JS)

ED 026 944

HE 000 240

Gould, Samuel B.

The University and the State Government: Fears and Realities.

California Univ., Berkeley. Center for Research and Development in Higher Education; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 66

Note—24p.; Paper presented at 8th Annual College Self-Study Institute, University of California, Berkeley, July 11-14, 1966, "Campus and Capitol."

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Academic Freedom, Educational Responsibility, *Higher Education, Policy Formation, *Political Attitudes, *State Government, *State Universities

Unreserved public discussion of state government-university relations could result in straining and weakening the very elements the discussion was intended to strengthen. Subtle personal contacts, the essence of this relationship, are undefinable and differ in every instance even though they are the true means by which the balance of authority, responsibility and independence is maintained or upset. The first reality in the university's relationship with the state government is the degree of our faith in the democratic process and a belief in the elected representatives. A clear universal reality is the advocacy in political circles of an expanding system of higher education, a desire to know the facts and then act in light of them. Danger and problems arise when governmental questioning intrudes into areas of academic competence and judgment. Erosion of a university's independence can begin in matters that seem trivial at the time. Continuation of independence, therefore, depends on our readiness to recognize and defend those portions of academic and institutional life that are the university's sole responsibility to control. Any evaluation of state government-university rela-

tions should start with an examination of how well and in what formal terms this protection is provided. (Most academic fears center on this point.) Public universities should have basic freedom of action constitutionally guaranteed to them yet seek to create a climate of trust that will make recourse to legal defense unnecessary. An annotated bibliography is included. (JS)

ED 026 945

HE 000 267

Mock, Kathleen

Freshmen Entering the University of California, Fall 1966.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date May 67

Note—20p.; Paper presented at the University of California Deans Conference, May 1967.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—College Environment, *College Freshmen, *Higher Education, Occupational Aspiration, *Self Concept, Student Ability, *Student Characteristics, Student Evaluation

The report interprets data collected by the American Council on Education on freshmen at 7 University of California (UC) campuses during a fall 1966 survey of 251 colleges and universities. The 7 campuses are Davis, Berkeley, Irvine, Los Angeles, Riverside, Santa Barbara, and Santa Cruz. Students responded to questions about their backgrounds, personality traits, college aspirations, past activities, and opinions of their schools. Comparisons are made among students at the 7 campuses, between all of them and national normative groups at public and private universities, and in some instances between them and students at Stanford University. The majority of students on the UC campuses rated themselves as above average in academic ability, with the largest group making this claim coming from Santa Cruz. Four traits that received the widest range of responses with Davis students scoring lowest and Santa Cruz the highest, were liberalism, writing ability, originality, and self-confidence. A majority of all students came from Protestant homes. Students describing their religious backgrounds as Jewish or as none tended to be least anti-intellectual as groups, and fundamentalists seemed to be most anti-intellectual. The largest percentages of the first two groups were found at UCLA, Santa Cruz, Berkeley and private universities. In contrast to the public university normative group, UC students did not seem to be as interested in material success as they were in understanding and helping others who are in difficulty. (WM)

ED 026 946

HE 000 268

Duster, Troy

"The Aims of Higher Learning and the Control of the Universities."

California Univ., Berkeley.

Spons Agency—California Univ., Berkeley. Center for Research and Development in Higher Education; Haynes Foundation Fellowship.

Pub Date [66]

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Academic Freedom, *Educational Objectives, Faculty, Governance, *Governing Boards, *Higher Education, Policy Formation, Professional Recognition, *Teacher Welfare

Contrary to popular belief, much power is vested in university governing boards that are usually composed of individuals not professionally concerned with higher education. The Center conducted a study in 1965 of trustees at 38 member institutions of the American Association of Universities, in an effort to expand previous findings on governing board members' social characteristics, attitudes and political beliefs. Since the control of higher learning shifted from the clergy to successful businessmen in the eighteenth century, academic freedom was permitted in the area of religion. Current data reveals that while a majority of board members still approve academic freedom in religious matters, they oppose the same free pursuit of knowledge when it concerns social, economic and political issues. Today's trustees are more sympathetic to the values of the academic community than their off-campus peers. But when their attitudes are studied in relationship to the aims of higher education, data show that approximately 1 out of 3 would feel that "the university is best run along the principles of a business enterprise."

They therefore tend to view faculty members merely as employees rather than competent scholars, and give the administration—along with other decision-making powers affecting educational and institutional quality—authority to select, hire, retain, and fire instructors. There is a need to reappraise the relationship between the aims of higher education and the control of universities. (WM)

ED 026 947

HE 000 277

Clark, Burton R.

The Role of Faculty Authority.

California Univ., Berkeley. Center for the Study of Higher Education.

Pub Date 20 Jun 63

Note—17p.; Paper presented at the President's Institute, Harvard Business School, June 20, 1963.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Bureaucracy, College Faculty, Faculty, Faculty Mobility, Faculty Organizations, Higher Education, Institutional Environment, Power Structure, Professional Recognition

A strong trend toward a federated structure in colleges and universities is affecting faculty authority by weakening faculty as a whole and strengthening the faculty in its many parts. The collection of professional experts on one campus represents a system of groups with similar status and power that coexist or battle with each other within the structure. At large universities faculty authority resembles what is called "professional authority" in hospitals, industry, and research and development laboratories. But where peer professionals in these other organizations work closely toward one goal, faculty authority is divided between departments, colleges, and separate or allied disciplines. Faculty influence on campus is enhanced by the growing availability of external sources of support such as grants from the federal government, and a labor market which is highly favorable to the professor. The basic weakness of this federated structure is that chaos may occur if there is no strong leadership to channel the efforts of and mediate conflicts between the groups. The university president should serve as mediator, unify the diverse groups on campus, and at the same time maintain the overall objectives of the institution in order to "move the whole enterprise another foot ahead." (WM)

ED 026 948

HE 000 278

Report of Academic Administrative Internship Program (September 1966 - March 1967).

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 67

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Administration, Administrative Organization, Administrator Responsibility, Administrator Role, Educational Administration, Educational Coordination, Higher Education, Planning, Program Administration

A 6-month program of advanced study in the theory and practice of educational administration and organization in US higher education was offered by the Center to 4 Mexican university academic administrators from September 1966 to March 1967. The program was designed to present a systems approach to college and university organization, administration and operations, with emphasis on principles that coordinate them under one authority. Other objectives included increased understanding of: long-range planning and coordination for higher education, the need for participation in academic planning and administration at and between all academic levels, the roles of administrative officers within the university and how they relate to the total program, and the importance of selective processes in faculty appointments, promotions, student selection, admissions practices, and research programs. The 4 interns audited 5 higher education courses and conferred with 52 educational administrators or faculty members on the Berkeley campus. They also met 29 administrators at 5 other UCLA campuses, and 42 others on field trips to other institutions in California. They participated in seminars, conferences, and a 3-day retreat during which they had an opportunity to exchange ideas with faculty members, administrators, and students. A list of 10 recommendations is included. (WM)

ED 026 949

HE 000 281

Trent, James W.

Dimensions of Intellectual Productivity Among

Secular and Non-Secular College Students.

California Univ., Berkeley. Center for the Study of Higher Education.

Pub Date 26 Mar 64

Note—23p.; Paper presented at Annual Convention of the American Personnel and Guidance Association, March 26, 1964.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Academic Achievement, Catholics, Catholic Schools, Church Related Colleges, Creative Development, Higher Education, Intellectual Development, Intellectual Experience, Student Characteristics, Success Factors

One of the most important purposes of a college is the development of the intellectual nature of its students. It appears that US Catholic colleges and fundamentalist Protestant colleges (representing Pentecostal, Baptist, and Lutheran sects) have failed to produce students who possess intellectual attitudes. In the case of the Catholics, students evince traits such as docility, dogmatism, intolerance, and defensiveness. A closed, authoritarian background involving strict Church-family-self relationships may partly account for this restricted and uncreative behavior which leads to a marked lack of scholarly or intellectual productivity. The most intellectual Catholic students, when compared to their classmates of lesser ability, indicate a need for religion, yet are critical of the policies, practices and customs of their faith. Intellectualism among these students may be interpreted as "critical devoutness" as contrasted with a docile acceptance of Catholicism. If this kind of criticism indicates a new trend of self-evaluation among the general Catholic population, colleges may have to replace authoritarian practices with innovative curricula, student personnel services, and professional counseling. (WM)

ED 026 950

HE 000 282

McConnell, T. R.

The Professional School and the University.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 23 Jan 68

Note—28p.; Paper presented at annual meeting of Council on Social Work Education; shorter version appeared in Social Work Education Reporter, v16 n1 March 68.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Abstract Reasoning, Higher Education, Institutional Role, Intellectual Development, Interdisciplinary Approach, Professional Education, Research, Social Welfare, Social Work, Social Workers

An enormous gap exists between the number of professionally educated social workers that are needed and the number available; and further research is necessary to find the knowledge and skills needed for varying levels of social work. Professional education should be more intellectual and theoretical. By organizing it around the disciplines basic to its own systematic body of knowledge, it has a broad foundation and provides bridges to other fields. Study in the disciplines cognate to social work seems to be especially important in doctoral programs. Interprofessional collaboration is desirable and various structural devices have been employed to facilitate interdisciplinary and interprofessional teaching and research in some institutions. Social work education has been handicapped by 2 dominant characteristics: a constraining allegiance to Freudian theory and a paucity of research on social welfare problems and education. If schools of social work wish to enjoy full university membership, they will have to increase research productivity and therefore recruit a different kind of faculty. Research findings (summarized here) have contributed to our knowledge about the psychological attributes of people with strong intellectual interests and about differential recruitment to colleges and fields of study. In professional education, strong theoretical orientation should be balanced with applied research and training. Universities are already heavily involved in meeting social needs and, with the demands for more outside involvement, they must remember that their primary function is intellectual. (JS)

ED 026 951

HE 000 302

Whittaker, David Watts, William A.

Psychological Needs and Nonconformity.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Dec 67

Note—15p.; Paper delivered at 11th Inter-American Congress of Psychology, held in Mexico City, Mexico, December 18-23, 1967.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Attitudes, Behavior, Conformity, Dropouts, Higher Education, Needs, Psychological Needs, Self Actualization, Socially Deviant Behavior, Student Behavior, Values

Identifiers—Nonstudents

An increasing number of college-age youth are philosophically and behaviorally separated from the traditional middle class and its values. The nonstudent generally has withdrawn from formal education professing disdain for the academic experience and its stifling effects, but is nevertheless attracted to the university as a source of cultural stimulation, acceptance and asylum. Refraining from entering the conventional world of work, the nonstudent lives a marginal existence reflective of his unconventional role. In a comprehensive sociopsychological study of 151 members of the Berkeley nonstudent population, the sample of nonconforming youth was compared to a random sample of 56 Berkeley students. Approximately two-thirds of each group were male and the average age for both groups was 21. The samples responded to a lengthy questionnaire and other psychological instruments. The extremes that emerged in the hierarchical profile are particularly useful for their help in predicting patterns of behavior. The need scales, in conjunction with other data, suggest definite psychological propensities or dispositions to certain actions. Figures of the need scales and a bibliography are included, and characteristics of the nonstudent are discussed with reference to earlier psychological studies on the subject. (JS)

ED 026 952

HE 000 303

Trent, James W. Athey, Irene J.

Dispositional Differences Between Technology and Liberal Arts Majors.

California Univ., Berkeley. Center for the Study of Higher Education.

Pub Date 12 Mar 65

Note—8p.; Paper presented at annual conference of the California Educational Research Association, March 12, 1965.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Attitudes, Engineers, Higher Education, Intellectual Development, Liberal Arts Majors, Personality, Profile Evaluation, Research, Students

Engineering is a profession likely to attract the individual who seeks direct, sure lines to follow in life where he can avoid the tension of ambiguous or novel ideas, the sensitive encounters of interpersonal relations, and can derive satisfaction from tangible accomplishments. The supposition is that this individual, regardless of ability or social class, is attracted to engineering more than to non-technical professions and is relatively restricted in the roles he identifies with and in his life style. To explore this contention, the personality characteristics and reported opinions of engineering majors were investigated in order to compare their modes of thinking and attitudes with those observed among liberal arts majors. Several attitudinal scales were administered to graduates in 1959 and 1963 and scores were computer to yield measures of intellectual disposition, manifest anxiety, and autonomous, open and flexible thinking. The engineering and liberal arts majors, all of whom had persisted in college 4 years, were then compared on these measurements. Opinions expressed through questionnaire responses were also compared. Each of the study's hypotheses—most of which were related to the less intellectual and less flexible nature of the engineering major—was supported by the data observed. Selected data are contained in the attached tables. (JS)

ED 026 953

HE 000 315

Flacks, Richard

Student Power and the New Left: The Role of SDS.

American Psychological Association, Washington, D.C.

Pub Date Sep 68

Note—34p.; Paper presented at annual meeting of American Psychological Association, San Francisco, California, September 1968.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Activism, Administrator Attitudes, *Higher Education, Political Attitudes, Racism, Social Attitudes, *Social Change, *Student Attitudes, Student Motivation, *Student Organizations

Identifiers—*Students for a Democratic Society
As the target of student protests has changed from the Southern sheriff to the university administrator, attitudes of educators and the public have hardened. Today academic liberals enunciate the view that most protesters are sincere and idealistic but that there is a small band of nihilistic revolutionaries dedicated to destroying the university. At the center, it's said, is SDS. The author's experience as a founder and national officer of SDS, as a researcher on the social-psychological roots of student protest, and as a college teacher are drawn upon in dealing with the actual motives and attitudes of SDS. Recent studies on student activists are remarkably convergent, particularly in their finding that student activists are much more closely linked to academic life and intellectuality than their nonactivist peers. The history of the student movement from the late fifties provides some of the answers to why radical students, who have strong commitments to education, have selected the university as a major target for disruption. The primary concern of SDS has always been social reconstruction, and disillusionment with the university because of its irrelevance to basic human questions and undemocratic character was expressed at its founding. However, the history clearly indicates that student radicalism did not begin as, nor have as its major focus, an attack on the universities. SDS's present position is a direct outgrowth of student experiences in the university and outside society. (JS)

ED 026 954

HE 000 316

Max, Pearl

How Many Graduates.

City Univ. of New York, N.Y.

Pub Date Nov 68

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*College Freshmen, College Students, Comparative Analysis, Dropout Research, *Dropouts, *Educational Research, Followup Studies, *Graduate Surveys, *Higher Education, Vocational Followup

Identifiers—*City University of New York

The college careers of freshmen entering Fall 1960 day sessions at City, Brooklyn, Hunter and Queens Colleges of City University were studied to ascertain how many succeeded in attaining a college degree, how many dropped out, and why. Of the 7,848 freshmen admitted at the 4 colleges, 48% graduated within 4 years and 71% within 7 years from the college they entered as freshmen. Of those who had not graduated, 180 were still enrolled, 557 requested transfer to another college, 693 were dropped for poor scholarship or left college while on probation, and 886 withdrew for other reasons. City College had the highest percentage of students still enrolled and of those who left without scholarship difficulty, and Queens College had the highest percentage of transfers. The highest number of students dropped for poor scholarship or left while on probation were from Hunter College. A questionnaire followup of freshmen entering Brooklyn and Queens Colleges in 1960 but who left before graduation revealed that 79% of the students in this group received degrees within 7 years from colleges entered as freshmen or from other colleges, 3% were still enrolled and 1% planned to enroll. Entering freshmen in 1960 were among the top 15% of all high school graduates in New York City, yet about 1 in 5 were college dropouts. A pilot project is underway at City University to determine why such students withdraw from college and what can be done to help them. The report also compares data at City University with comparable data at 3 other public universities. (WM)

ED 026 955

HE 000 336

Watley, Donivan J. Nichols, Robert C.
Career Decisions of Talented Youth: Trends Over the Past Decade.

National Merit Scholarship Corp., Evanston, Ill.

Report No.—NMSC-RR-Vol-5-No-1

Pub Date 69

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Career Choice, *Educational Objectives, Intellectual Disciplines, Manpower Needs, *Objectives, Student Interests, *Superior Students

Identifiers—*National Merit Scholars

The prospective major fields of study and career plans of National Merit Finalists are recorded on the scholarship application forms submitted during the students' senior year in high school. (Finalists are selected from the top 1% in measured scholastic ability.) A study of the answers given from 1957-67 indicates that interest among boys in the physical sciences increased immediately after Sputnik but declined until about 1963 when it stabilized. Interest in the social sciences declined in 1958 and 1959 but increased until 1965 and has declined slightly since then. The choice of engineering decreased sharply after 1957 but began to stabilize about 1962 and has been relatively steady since. Interest in teaching increased among both sexes until about 1962 when girls, but not boys, began to show a declining interest. Business and other practical fields have shown steady declines, the reverse of a rising trend of interest in the humanities. The trends seem to reflect genuine changes rather than chance fluctuations. They are statistically significant and many have persisted for several years. If these educational major and career decisions are considered representative of all students in the top 1%, many of the temporal shifts observed are large enough to have a marked effect on the availability of talent for certain fields. (JS)

ED 026 956

HE 000 337

Werts, Charles E. Watley, Donivan J.

Analyzing College Effects: Correlation vs. Regression.

National Merit Scholarship Corp., Evanston, Ill.

Report No.—NMSC-RR-Vol-5-No-2

Pub Date 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Analysis of Variance, College Environment, *Colleges, *Correlation, *Evaluation Methods, *Models

Identifiers—*Regression Analysis

In studying college effects, an input-output model is commonly used in which student input is controlled by using regression analysis to compute an "expected" output. The part correlation of the college environment variable and the output with input variance removed only from the output is interpreted as a measure of the college effect. However, this is not the most useful procedure that may be used since part (or partial) correlation may severely underestimate the magnitude of the true college effect. Interpreted within a causal model, partial regression coefficients appear to be a generally more satisfactory measure of college effects. Four models are used to illustrate the advantages of using partial regression coefficients in a causal framework. Another advantage in using these coefficients is that they have greater stability across different units of measurement. (Author)

ED 026 957

HE 000 362

Proctor, Samuel

Racial Insularity and the National Purpose.

Association of American Colleges, Washington, D.C.

Pub Date 15 Jan 69

Note—8p.; Paper presented at 55th Annual Meeting of the Association of American Colleges, Pittsburgh, Pennsylvania, January 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Discriminatory Attitudes (Social), Educational Equality, *Higher Education, Human Dignity, *Integration Methods, *Leadership Responsibility, Negro Youth, Racism, School Integration, *Universal Education

The lack of national concern for the well-being of the black race has produced the young black militants to whom US society is reacting today. They represent the children who were promised equal educational opportunity in 1954 and are aware that only token efforts have been made since that time to effectively desegregate schools. An alliance of black and white leadership is needed to take a positive view of black militancy. Universities and school systems should find ways of involving the most resourceful of the dissident blacks where talent and drive are needed. Every school of education should prepare its own Green

Beret squads and curriculum specialists, and acquaint teachers with the mode of life of disadvantaged youth. While militant chants and slogans continue in a raging ideological battle, high school students should be sorted for training at integrated universities, and the efforts of Negro colleges should be nurtured and supported to move 150,000 young people toward fruitful careers. The ideologues will have to revise their positions if the facts are changing all of the time. Such leadership would help to change the country's hostile mood to one of mutual respect between the races, in which black ethnocentricity does not exclude full participation in the country's social, economic, political and cultural structure. The new black identity would thrive and at the same time the notion of a common national destiny for all people would be preserved. (WM)

ED 026 958

HE 000 364

Levich, Martin

What is the Impact of the Social Revolution on Humanistic Studies?

Association of American Colleges, Washington, D.C.

Pub Date 15 Jan 69

Note—6p.; Paper presented at 55th Annual Meeting of the Association of American Colleges, Pittsburgh, Pennsylvania, January 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Educational Methods, Educational Objectives, Educational Quality, *Higher Education, *Humanities, *Humanities Instruction, Political Issues, *Political Power, Social Change, *Social Values

One trait of the ideology of relevance is "external justification," which requires that curricula and courses be justified through their contributions to the amelioration or elimination of social or political evil. Another trait is "tactical redecription," which redefines some fundamental qualities of education as being of positive disvalue. Humanistic studies (history, philosophy, literature and the fine arts) are special targets and victims of the ideology of relevance. They have been viewed as having something important to do with the expression and communication of human values, therefore if what is wrong with our society is the scheme of values to which we subscribe, then humanistic studies should be the educational fulcrum to bring about social change. The methods of inquiry used in humanistic studies are less subject to codification than those to be found in the factual sciences. Because of this it is easy to manipulate the humanities in the interests of fulfilling political objectives. Institutions of higher learning may find it difficult to stand their ground since many academics sympathize with the political goals of relevance ideologists and cannot bring themselves to reject the educational demands they bring to higher education out of the fear that by rejecting them they will be thought of as having repudiated the political goals. It would seem that there are no changes that can satisfy what is demanded by the relevance ideologists and at the same time preserve the intellectual inquiry of humanistic studies. (WM)

ED 026 959

HE 000 391

Valien, Preston

Undergraduate Educational Opportunity Programs.

Pub Date 4 Dec 68

Note—11p.; Paper presented at 8th Annual Meeting of the Council of Graduate Schools, San Francisco, California, December 4, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Disadvantaged Youth, *Educational Equality, *Educational Legislation, *Educationally Disadvantaged, Educational Programs, Federal Aid, Federal Legislation, *Higher Education, High School Students, *Undergraduate Study

The lack of financial resources is no longer seen as the only hurdle to be surmounted by the poor potential college student. The Upward Bound program was created in 1964 to provide cultural and educational activities during the summer for disadvantaged high school students. The Educational Talent Search program began in 1965 as a supplement to Upward Bound and is designed to identify and encourage bright high school students to enter college. The new Special Services for Disadvantaged Students programs

may provide (1) counseling, tutorial or other services to correct academic deficiencies, (2) career guidance, placement, and other services to facilitate students' continuance or reentrance in higher education programs, or (3) identification and motivation of students to pursue graduate or professional studies. Many universities have indicated a willingness to recruit "high-risk" students, but there is some confusion about how to provide the academic, financial, and counseling services that they need. With the legislative tools now available, the possibilities for creative cooperation at the local level is endless. Individual colleges and universities or groups of institutions will be able to design and operate comprehensive programs in cooperation with community groups, city government, and local industry in order to increase higher educational opportunity for children of specific deprived neighborhoods. (WM)

ED 026 960 HE 000 521

Melville, George L.
AWR: Admission With Reservations.
Knox Coll., Galesburg, Ill.
Pub Date Aug 66
Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Academic Achievement, Academic Aptitude, Academic Performance, *Admission Criteria, College Admission, College Freshmen, *Course Organization, *Educational Counseling, *Faculty Advisors, *Higher Education Admission with Reservations (AWR) is a common phenomenon at some US colleges where students with poor academic records are enrolled as an economic necessity of the institution. These students, unable to meet course requirements, usually drop out of college in their first year. The freshman class entering Knox College in Fall 1963 included 24 AWR students who either (1) had an average SAT below 425, (2) had an average SAT below 520 and did not rank in the upper quarter of their high school class, or (3) ranked in the lower half of their high school class. A year later, 50 AWR students in the entering freshman class were referred to certain faculty members for special academic advising, and were offered a different course combination from the one taken by the 1963 group. Sixty-six percent of the 1964 group were in good standing after 2 years, compared to 33% of the 1963 group. Only 4 of the 1964 group have been dropped from the college, compared to 10 of their 1963 counterparts. None of the students in either group earned a B average in any one year, but the 1964 AWR students' chances of academic success were greatly improved. Results of this experiment suggest that admitting marginal students at their own risk and placing them in "special" or "filler" categories usually leads to failure, but that faculty counseling and course patterns that meet individual needs in the first semester of the freshman year can raise academic performance to a satisfactory level. (WM)

ED 026 961 HE 000 528

Howe, Harold, II
Responsibility and Academic Freedom.
Pub Date 9 Jun 68

Note—12p.; Speech delivered at Commencement Exercises, Adelphi University Garden City, Long Island, New York, June 9, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Academic Freedom, Community Responsibility, Educational Change, Educational Finance, *Educational Responsibility, Federal Aid, *Higher Education, Negative Attitudes, *Teacher Role, *University Administration

Negative attitudes concerning university involvement in activities considered as controversial are hampering the effectiveness of and endangering the university's administration of its internal affairs. Governors, state legislators, local politicians, alumni, and parents form some of the groups that provide financial support, often influence university decisions, and sometimes threaten to withdraw support when an institution attempts to move away from the traditional. Although there is an effective working relationship between the federal government and the academic community, federally-funded university research that does not blend in with institutional goals, and federal approaches to campus disorders that differ from those of the university also represent intrusions into university freedom. As

components of groups who influence the direction of higher learning, alumni should protect and defend the right of their universities to questions, analyze, and make constructive judgments on internal matters. Faculty and students should be free to investigate and discuss pertinent issues, and faculty should maintain the right to teach and conduct research on what they consider to be important. Continued infringements upon university functions would eventually suffocate academic freedom and deprive the university of its basic responsibility of training tomorrow's leaders and contributing to the future of higher education and society. (WM)

ED 026 962 HE 000 529

Howe, Harold, II
Higher Education's Strange Paradox.
Pub Date 26 Apr 68

Note—18p.; Speech given before the 54th Annual Meeting of the American Association of University Professors, Washington, D.C., April 26, 1968.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Disadvantaged Youth, Educational Change, *Educational Objectives, Educational Quality, *Higher Education, Institutional Administration, Post Secondary Education, *Professors, Student Needs, *Teacher Education

The university which has had the temerity to change the world has not had the nerve to change itself to live in that world. The result is that the university's grading system, curriculum, teaching methods, and philosophies are in conflict with the world beyond the campus gates, and higher education does not meet the intellectual and social needs of today's youth. Of the people within the academic community who have responsibility to consider the possibility of change, the professor is the most important. The central issues seem to be the problems of students in the university and the kind of teacher the university makes available to the students. There are many individual programs underway at some colleges and universities, but too many institutions have, in the name of maintaining standards, fenced out the children of the poor and the victims of discrimination. Something special needs to be done for post-secondary education that is not graduate-school oriented. This would involve a wider array of subjects rather than specialization in one field or in research that leads to the Ph.D. Academic credit could be earned by all students who participate in university-sponsored social action programs on or off campus. The training of prospective teachers should include specialized knowledge and skills that equip them to work effectively with students at post-secondary levels, particularly at the growing number of junior colleges. (WM)

ED 026 963 HE 000 531

McGannon, J. Barry
Relationship of the Departmental Chairman to the Academic Dean.

Saint Louis Univ., Mo.
Pub Date 11 Nov 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Administrative Personnel, Administrator Role, *College Deans, *Educational Coordination, *Higher Education, Institutional Administration, *Interprofessional Relationship, Performance Criteria, Responsibility, Teacher Administrator Relationship

Large, complex operations require many specialized skills that must be interrelated and integrated, and demand the concerted action of those involved. A dean who has to establish this consensus at a college or university needs the wholehearted cooperation of the department chairman. The differences in roles and relationships among dean, department head, and faculty are both necessary and important. The dean must take the overall institutional view and strive for the production of a balanced educational product. Faculty members should try to promote the view of their particular discipline while considering the overall educational effect to be achieved in students. The department head articulates and interprets the overall institutional concerns and transmits them to the faculty. No dean can be knowledgeable in all fields of instruction over which he has jurisdiction, and has to rely on the knowledge and experience of the department chairman, who is the spokesman for

the intellectual aims and vitality of his discipline. Among his many functions, the department chairman sets the course for the direction and development of the department, sets up conditions of faculty service that allow faculty members to make their best contributions to the welfare of the students and the department, and balances the needs of the department against the needs and resources of the institution. His most valuable service is performed in the area of faculty selection, recruitment, and promotion. (WM)

ED 026 964 HE 000 595

Baird, Leonard L.
A Study of Student Activism.
American College Testing Program, Iowa City, Iowa.

Pub Date Feb 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Activism, Cocurricular Activities, *College Students, Creative Expression, *Higher Education, *Student Behavior, *Student Characteristics, Student Interests, Talented Students

Available data on interests, achievement goals, competencies, self-concepts and personalities were used to survey 12,432 college freshmen at 31 institutions in Spring 1964. The following spring a checklist which combined a Student Activism Scale with items relating to other extracurricular activities was presented to a sample of 5,129 of the students at 29 institutions. The degree of activism was determined by items checked by the students to indicate their participation in any of several campus activities. Some survey results concurred with earlier findings: the identifiable activists came from middle-class homes where educational experiences had stimulated their mental curiosity, and they were more creative, autonomous, and service-oriented than other students. Unlike previous studies, however, activists were found to be practical rather than romantic, and no less religious or dogmatic than their non-activist peers. They were found to be intellectual but not academically inclined and therefore not outstanding students. They tended to be talented in nonacademic areas such as art, speech, drama and writing. Findings also indicate that a majority of the student activists studied seem to be aggressive, self-confident, and find leadership roles stimulating. Yet they are normal, well-balanced individuals who share many similarities with and are liked by other students. (WM)

ED 026 965 HE 000 606

Hester, James M.
Pressures on the Urban University Today.
Pub Date 3 Oct 68

Note—24p.; Paper presented at the Annual Dinner Meeting of the New York Group, Investment Bankers Association of America, October 3, 1968.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Activism, College Choice, *Higher Education, Power Structure, *Student Behavior, Student College Relationship, Student Interests, *Teacher Militancy, University Administration, *Urban Universities

In virtually all phases of our national life we are accepting new viewpoints that are reflected in student attitudes. Students are flocking to urban universities and demanding curricula that are related to peace, social justice, and domestic and world problems. A growing number of skeptical, moderate students are joining the hard-core destructive radicals to participate in student protest activities. Young faculty members have joined with the moderate student group to challenge the wisdom of decisions made by authoritative personnel and to demand participation in decision-making processes. Black students are demanding more information about black people in the US. All of these demands are new, controversial, and potentially constructive. University response should not constitute a paternalistic defense of or apology for past institutional philosophies but the creation of innovative programs to attack major problems and improve the "human experience." The range of skills and resources found at the university has always made it the natural place for solving wartime, medical, and scientific problems. Now it is confronted with social, legal, political, economic, psychological and educational problems which again provide it with an opportunity to contribute to national

progress. It should, through analysis, criticism, and experimentation, formulate new concepts and ways to overcome the inequities and dislocations of our society. (WM)

ED 026 966 24 HE 000 655

Dubin, Robert Taveggia, Thomas C.
The Teaching-Learning Paradox: A Comparative Analysis of College Teaching Methods.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0217

Pub Date Dec 68

Contract—OEC-4-10-163

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—*Comparative Analysis, *Higher Education, *Learning, *Research, *Teaching Methods, Teaching Models, Tests

The results of a careful and systematic reanalysis of the data of almost 100 comparative studies of different college teaching methods are reported. No shred of evidence was found to indicate any basis for preferring one teaching method over another as measured by the performance of students on course examinations. Underlying all theories concerning the efficacy of one teaching method over another is an implicit model of how teaching and learning are linked. However, we really do not know what the linkage is. The need for establishing clear and unequivocal links between a theory of learning and a theory of teaching is a vital one. To answer this need, research on comparative college teaching methods has to move in new directions: (1) to find the commonalities among all distinctive college teaching methods; and (2) to develop models of the teaching-learning situation. Nothing new will be discovered about college teaching methods until new questions are asked and their answers sought in research that is significantly different from that pursued in the past. The Appendices explain how conclusions were reached. A Bibliography is included. (Author/JS)

ED 026 967 48 HE 000 656

Smith, Reuben W., Ed.
Introducing Islamic Civilization: Course Syllabus.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1291

Pub Date 67

Contract—OEC-5-14-055

Available from—Center for Middle Eastern Studies, University of Chicago, 1130 East 59th Street, Chicago, Illinois 60637

Document Not Available from EDRS.

Descriptors—*Arabic, Art, *Asian History, *Course Content, Curriculum, Geography, *Higher Education, History, *Islamic Culture, Literature

Identifiers—Arabs, *Islamic Civilization

The syllabus reflects a course in Islamic civilization taught at the University of Chicago and includes the recommendations of participants at a conference on the problems of presenting such a course. The "civilization approach" offers a panoramic view of various related fields, affords a perspective on the problems of analyzing changes over time, and offers insight into the very nature of civilization. The syllabus was designed to guide the instructor to essential subjects, suggest major problems he would encounter in presenting them, list the best reference works available, yet allow him a wide choice in topic and method of presentation. After an explanation of the structure of the course and use of the syllabus, there is material on: transfiguration, the Muslim calendar, reference works, European interpretations of Islamic history and civilization, geography, political events to the 11th century, the religious message and its institutionalization, Arabic literature to the 11th century, political events from the 11th to 16th century, Sufism and literature from the 11th to 16th century, scientific and philosophical achievements to the 16th century, Islamic visual arts, socioeconomic changes, expansion beyond the heartland, integration, Ottoman, Safavi, and Mughal empires, the impact of the modern world on patterns of investment and trade and on the Islamic peoples—their political and cultural attitudes and social structure. (JS)

ED 026 968 08 HE 000 657

Seminar for Preparation of Professional Personnel for Vocational-Technical Education, A National Seminar for College Deans (June 23-26, 1968). Interim Report.

Nebraska Univ., Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0358

Pub Date 23 Jun 68

Grant—OEG-0-8-080358-3594

Note—140p.

EDRS Price MF-\$0.75 HC-\$7.10

Descriptors—Administrative Organization, Educational Strategies, Employment Trends, *Higher Education, Manpower Development, *Personnel Needs, *Professional Personnel, *Teacher Education, Teacher Supply and Demand, *Vocational Education Teachers

Problems related to the preparation, supply and demand of vocational education personnel were discussed at a seminar by 75 persons representing state directors of vocational education, vocational teachers, staff members of USOE, and deans of colleges responsible for vocational personnel preparation from 41 states and the District of Columbia. Participants were invited to (1) consider changes in national employment patterns affecting vocational personnel requirements, (2) identify new concepts for vocational educator preparation at colleges and universities, and (3) develop innovative strategies for effective implementation of legislation regarding vocational education. The report includes recommendations submitted by 5 task force groups on administrative organization for effective development of professional personnel, strategies to meet common program goals, techniques for effective selection and recruitment of personnel, and the implications for program development, research and evaluation of the Education Professions Development Act and other federal programs. Also included are the 7 major presentations, the seminar agenda, an evaluation of participant reaction to the seminar, and lists of seminar staff, participants, and problems identified by discussion groups. (WM)

ED 026 969 56 HE 000 658

Block, A. Harvey

A Test of the Use of a Program of Instruction in Basic Mathematics Requiring Only Minimal Reading Skills for Use as a Remedial Tool for College Freshmen. Final Report.

Morgan State Coll., Baltimore, Md. Inst. for Research in Behavioral Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8356

Pub Date Oct 68

Contract—OEC-2-6-058306-0436

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Educational Disadvantage, *Educationally Disadvantaged, Experimental Teaching, *Higher Education, Learning Difficulties, *Mathematics Instruction, Nonverbal Learning, *Programed Instruction, *Remedial Mathematics, Teaching Techniques

College freshmen who have poor educational backgrounds are found to be deficient in mathematics and often also lack skills in English. Their difficulty with basic mathematics is further aggravated by traditional teaching techniques that demand extensive reading ability and a thorough knowledge of English. At Morgan State College, a non-verbal program of instruction for remedial mathematics was developed which requires limited reading skills and allows students to progress at their own pace. A 2-phase study was conducted to assess the program's applicability in teaching. Selected participants were freshmen who scored below the twenty-fifth percentile on the qualitative and quantitative sections of their college entrance examinations. In the first phase the students were divided into an experimental group that utilized the program and a control group that was taught by the lecture-and-text method. The second phase was similar to the first, but weak elements of the program had been improved. The 2 groups in both phases worked 3 hours per week for 10 weeks. Programed instruction proved to be as effective as traditional teaching methods in the first phase, and superior to them in the second. It was also observed that the experimental groups progressed faster than

the control groups. It is felt that this program of instruction has the potential for providing effective remedial mathematics instruction at the college level. (WM)

ED 026 970 24 HE 000 764

Hanson, John R.
Form in Selected Twentieth-Century Piano Concertos. Final Report.

Carroll Coll., Waukesha, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-157

Pub Date Nov 68

Grant—OEG-0-8-000157-1803(010)

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Charts, Educational Facilities, *Higher Education, *Music, *Music Techniques, Research

A formal analytical approach was utilized to develop chart analyses of all movements within 33 selected piano concertos composed in the twentieth century. The macroform, or overall structure, of each movement was determined by the initial statement, frequency of use, and order of each main thematic element identified. Theme groupings were then classified under formal classical prototypes of the eighteenth and nineteenth centuries (ternary, sonata-allegro, 5-part or 7-part rondo, theme and variations, and others), modified versions of these forms (three-part design), or a variety of free sectional forms. The chart and thematic illustrations are followed by a commentary discussing each movement as well as the entire concerto. No correlation exists between styles and forms of the 33 concertos—the 26 composers use traditional, individualistic, classical, and dissonant forms in a combination of ways. Almost all works contain common unifying thematic elements, and cyclical (identical theme occurring in more than 1 movement) is used to a great degree. None of the movements in sonata-allegro form contain double expositions, but 22 concertos have 3 movements, and 21 have cadenzas, suggesting that the composers have largely respected standards established in the Classical-Romantic period. Appendix A is the complete form diagram of Samuel Barber's Piano Concerto, Appendix B has concentrated analyses of all the concertos, and Appendix C lists each movement according to its design. (WM)

ED 026 971 24 HE 000 765

Davis, Junius A.

Applications of the Science of Measurement to Higher Education.

Duke Univ., Durham, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1722-32

Pub Date Apr 68

Contract—OEC-2-6-061722-1742

Note—154p.

EDRS Price MF-\$0.75 HC-\$7.80

Descriptors—Academic Aptitude, Academic Performance, *Admission Criteria, *College Admission, *Higher Education, Individual Differences, *Measurement Instruments, Readiness (Mental), Student Evaluation, *Testing

Part I of the report provides a historical development of admissions procedures in US colleges and universities from the seventeenth century to the beginning of the twentieth century. During this period student selection practices differed at each institution but were generally based on prescribed standards of academic readiness. The need for consistency in requirements led to establishment of the College Entrance Examination Board, which administered standardized testing across institutions to evaluate student performance (scholastic achievement) and predict grades in college (scholastic aptitude). The Educational Testing Service later became the Board's testing agent to build, administer and score examinations, report test results and conduct necessary research. Part II covers the second half of the twentieth century in which measurement emerged as a science, supplementing measures of academic aptitude and high school performance with measures of other variables such as interests, motivation, leadership, and other individual student differences. Research organizations or teams in university-based centers currently utilize measurement science to study problems such as student input factors, influential forces within college environments and their impact on students.

These efforts could expand to include studies on the interaction between students and their learning environments, teaching procedures for heterogeneous student bodies, and the improvement of criteria by which students are evaluated. (WM)

ED 026 972 24 HE 000 766

Dearing, George Bruce. Lederer, G. Peter. Trends and Developments in Graduate Education. Duke Univ., Durham, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Report No.—26. Bureau No.—BR-6-1722-26. Pub Date Apr 67. Contract—OEC-2-6-061722-1742. Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Administrative Organization, *Annotated Bibliographies, *Degree Requirements, Degrees (Titles), *Educational Research, Graduate Students, *Graduate Study, *Higher Education, Teaching Assistants

Identifiers—*New Dimensions in Higher Education

Among many problems of graduate education in the US, one of the most pressing is the question of whether there should be composite or separate faculties for the graduate and undergraduate programs. Widespread use of graduate assistants has caused equal concern although there is little doubt that their participation in all aspects of research and instruction will continue. The relationship of undergraduate to graduate education is changing, and as knowledge increases, graduate programs are becoming more specialized. A response to the problems of smaller institutions is the development of consortia. The appropriate role and authority of the graduate dean is a topic of attention in the literature and 3 patterns have emerged—the dean as clerk, the dean as scholar, the dean as scholar-administrator. A comparable administrative question concerns the organization required to discharge functions within departments. Many factors—the draft, job requirements, obsolescence of technical knowledge—account for a greater number of students than formerly and their conditions of life vary considerably. There is also great diversity in the requirements for graduate degrees and few trends are discernible. In the determination of what degrees to offer, there is a growing need for flexibility and relevant standards. New and concrete data must be provided for the solution of many of the problems now causing controversy among those who seek to improve graduate education. A lengthy annotated bibliography is included. (JS)

ED 026 973 24 HE 000 767

Cassidy, Sally Haddix, Alice. General Education in the Complex University. Duke Univ., Durham, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Report No.—25. Bureau No.—BR-6-1722-25. Pub Date Apr 67. Contract—OEC-2-6-061722-1742. Note—73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—*Curriculum, Faculty Recruitment, *Freshmen, *General Education, *Higher Education, Humanities, Natural Sciences, Social Sciences, Teaching Assistants, Teaching Quality, *Universities

Identifiers—*New Dimensions in Higher Education

"General education in the university college is so disparate in definition, so motley in context, so various in actual operation that it poses immense difficulties for the researcher." An examination of the position of general education in the complex university is very revealing of the institution's commitment to knowledge, and particularly to teaching. During the freshman year, undergraduates make crucial choices concerning their academic goals and performance and personal lives. These key decisions are usually made while the freshman is taking general education courses and he is highly influenced by his experiences in them. Although they may provide the most memorable undergraduate experiences, be used to reward bright students, and serve as an area of experimentation, general education courses are generally hard to staff. Depending

upon the university's reputation, clientele, size and financial status, the 3 main channels open for faculty recruitment are: the tenured scholar, the tenureless, and temporary help. The graduate teaching assistant has a key role in defining the university and providing the student with his most important orientation to higher learning, but little is known about the assistant's recruitment, training, teaching ability or future career. Also, too little is known about the social matrix of general education or the context of power within which it must function. A running commentary of notes serve to compare, group and contrast the viewpoints of authors included in the bibliography. (JS)

ED 026 974 24 HE 000 768

Frey, James F.

Report of a Study to Determine the Feasibility of Establishing a Central Foreign Credential Evaluation Service Under Non-Governmental Auspices.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-9-8010

Pub Date Feb 69

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Achievement Rating, Certification, Credentials, Educational Background, *Evaluation Needs, *Foreign Students, Grades (Scholastic), *Higher Education, Information Needs, *Student Records

The study was conducted to determine whether a non-governmental Foreign Credential Evaluation Service (FCES) should be established and if so, what services it would provide, what the demand for these services would be, and what financial resources it would require. A survey of admissions officers at 223 educational institutions and representatives of 38 agencies (federal government, private, and state teacher certification and nursing licensing boards) revealed that there is a continuing need for a central agency to evaluate credentials of foreign students and professionals. The evaluative reports provided by the FCES of the US Office of Education are authoritative and up-to-date, but are considered as somewhat general in nature. If this Service were to be discontinued, it was felt that a new independent agency should replace it. The new FCES would speed up the delivery of more detailed reports which would include: number of a student's years of formal education, quality of academic work in terms of his country's rating system and of the US grading scale, number of credit hours in major field and in all subjects, US equivalence for foreign certificates and degrees, and other items. No consensus was reached on the organizational structure of a new FCES but outside funds would be needed for its first 5 years, after which it would be entirely self-supporting. The report contains recommendations on staffing, budget, fees and billing arrangements, and 56 illustrative tables. (WM)

ED 026 975 24 HE 000 769

Leland, Carole A. Lozoff, Marjorie M.

College Influences on the Role Development of Female Undergraduates.

Stanford Univ., Calif. Inst. for Study of Human Problems.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-8153

Pub Date Jan 69

Contract—OEC-4-7-078153-2725

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—*Females, *Higher Education, Individual Characteristics, Individual Development, Psychological Characteristics, *Role Perception, *Self Actualization, Undergraduate Study

The purpose of the study was to investigate the psychosocial factors affecting the educational and occupational development of women undergraduates. Emphasis was placed on discovering manifestations and determinants of the development of autonomy. Divided into 2 parts, the report first surveys 2 decades of research literature concerning the educational, occupational and sociopsychological development of undergraduate and adult women. It includes a critical evaluation of the research and recommendations for further studies. The second part contains an analysis of test, questionnaire and interview data obtained in

a 4-year longitudinal study of male and female students. An analysis of the interview data led to the ordering of female students on a continuum of degrees of autonomy. This ordering into subgroups was subsequently corroborated by an analysis of the test and questionnaire responses. It was found that the differences in degrees of autonomy the women achieved were related to differences in background factors, mainly parental influence, and were predictive of life styles in and after college. Recommendations are made for modifying the academic program, counseling and milieu of each of the subgroups distinguished in the study. The variations of female responses to societal and parental pressures to adopt specific roles or follow specific careers are described in extensive detail. Recognition of the intellectual and marital motivations of college women and their effect upon educational and occupational objectives should be helpful in formulating sound educational policies. (Author/JS)

ED 026 976 24 HE 000 770

The Undergraduate Research Training Program.

Final Report.

Eastern Kentucky State Coll., Richmond.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1984

Pub Date 68

Grant—OEC-2-6-061984-3150

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Educational Programs, *Educational Researchers, *Higher Education, Motivation, *Research Skills, Trainees, *Undergraduate Study, Work Experience Programs

Identifiers—*Appalachia

This program aimed generally to identify the potential educational researcher early in his undergraduate program, guide him toward courses that would prepare him for conducting research, and provide the opportunity for individual and small group participation in meaningful research activities. Another objective was to begin a systematic study of learning problems associated with Appalachia. The training program was built around special area projects and individual investigation focusing on area interests of curriculum, human growth and development, psychology, and reading. It also involved a "core project"—an attempt to establish a computer based reference system for classifying research related teaching problems associated with geographically isolated areas. During Spring 1966, 16 trainees were selected for the Summer session. They completed the program at the end of Spring semester 1967 when a group of 10 trainees began the 2nd year long project. Motivating the trainees became the primary function of the program. And through close personal contact, small informal classes, involvement in ongoing research, and the clarification of realistic goals, the trainees' sophistication and enthusiasm for educational research was greatly enhanced. Appendices include student evaluations of the program and professional publications and presentations. (JS)

ED 026 977 24 HE 000 771

Pusey, William W., III Watt, William J.

Undergraduate Research in Social Sciences. Final Report.

Washington and Lee Univ., Lexington, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2049

Pub Date Aug 68

Grant—OEC-2-6-062049-2258

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Educational Research, *Higher Education, Research Opportunities, Research Skills, *Seniors, Student Motivation, *Student Research, *Undergraduate Study

Ten seniors at Washington and Lee University participated in an undergraduate educational training program during the 1967-1968 school year. The program provided research training in education and the social sciences, and opportunities to work closely with experienced faculty in order to effectively formulate and clarify problems. The projects were designed to be educationally useful to the student trainees, and could be continued on an advanced level in graduate school. In a few cases, more than one trainee worked on one of the studies, which involved: the hippocampal contributions to motiva-

tional regulation in the albino rat, admission criteria and procedures in graduate schools of economics, socioeconomic mobility in Rockbridge County (Virginia), the effects of financial aid on academic achievement, the role of memory requirements and stimulus factors in paired-associate learning, local support for public education in South Carolina, the role of prison organization in the problem of re-educating the inmates, and the organization, teachers, teacher compensation and operating revenues of the Virginia public school system. The program was successful in stimulating meaningful participation in undergraduate research and in contributing new knowledge on some educational problems. The report summarizes each project and indicates how each set of findings could contribute to specific areas in the field of education. (WM)

ED 026 978 24 HE 000 772

Watson, Walter S.

Logical Analysis Skill as a Tool for Career Guidance. Final Report.

Cooper Union, New York, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0810(1726)

Pub Date Jan 69

Contract—OEC-3-10-022

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—Career Choice, *Engineering Education, Grade Prediction, Guidance, *Higher Education, *Logical Thinking, *Predictive Measurement, *Psychological Testing, Student Testing

Identifiers—*Logical Analysis Device (LAD)

The report describes a new kind of psychological testing machine, the Logical Analysis Device (LAD), and the attempts to use it for predicting academic grades of 97 freshmen engineering students at The Cooper Union in 1958, 77 of whom were re-tested in 1962. The LAD system allows a subject to proceed in his own way and at his own pace to solve problems which increase in complexity, while recording how the subject solves a problem and the level of difficulty he has mastered. As problems increase in complexity, the subject must develop a logical procedure for arriving at an effective solution. The research was based on two hypotheses, that freshman LAD scores would not change significantly during 4 years of college, and that freshman or senior scores could probably predict career choices within occupations followed by engineering graduates of The Cooper Union (electrical, chemical, mechanical, and civil engineering). A correlation of .14 between freshman LAD scores and 4-year college grades was too low to add to usual grade predictors. A correlation of .39 between senior-year LAD and college grades showed that there was a significant relationship between senior year LAD scores and grades. No significant differences in mean LAD scores of those preferring more theoretical careers as opposed to less theoretical careers was found in the 1967-1968 career reports. A later career follow-up is planned. (Author/WM)

ED 026 979 24 HE 000 773

Guthrie, Robert V. And Others

Feasibility of Urban Service Opportunity and Curricular Amplification: "The St. Louis Project." Final Report.

MacMurray Coll., Jacksonville, Ill.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-E-006

Pub Date Jul 68

Contract—OEC-0-8-080006-3533

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Community Involvement, *Community Service Programs, *Curriculum Enrichment, Facility Improvement, *Higher Education, *Residential Programs, Small Schools, Social Services, Student Participation, *Urban Slums

Identifiers—*St. Louis Project

A study was made to test the feasibility of a small college (located some distance from a city) establishing a residence unit within a slum or transitional area of a city. The purposes of such a program, in which students and faculty live in the city while continuing their normal course work, would be to: (1) enhance the curriculum by broadening the context in which courses are stu-

died rather than adding new courses (2) rehabilitate housing units in which the project was located (3) participate in and render service to the community (4) provide college-age personnel to social service agencies already operating. The program is designed both to supplement existing community services and to respond to unmet needs within the community. The provision of college trained people functioning as MEMBERS of the community was aimed at countering a major weakness in community development—the lack of trained personnel. Research indicated that buying and rehabilitating demands large capital investments but the establishment of residence units on a rental or leasing basis is feasible and desirable. A small college can successfully initiate and implement such an urban residence program without capital outlay. Cost analysis of the project and analysis of the geographic area and choice of site are included; the course structure, social service opportunities, and the administrative problems of implementation are discussed. (JS)

ED 026 980 24 HE 000 774

Bury, Richard L.

A Model Option of Courses for Instruction in Wildland Recreation Management at the College Undergraduate Level.

Northern Arizona Univ., Flagstaff.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8549

Pub Date 31 Dec 68

Contract—OEC-4-7-068549-0225

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—*Curriculum, Educational Needs, Educational Philosophy, Forestry, *Higher Education, *Land Use, *Management Education, *Recreation, Wildlife Management

Identifiers—*Western National Forests

Recreational use of wildland is growing rapidly and forms a major portion of the manager's job. About one-third of today's forestry students will be employed by land management agencies or by companies committed to the multiple-use concept. Education, course materials and the supply of forest management graduates have lagged considerably behind needs and the demand for published information on managerial skills and for qualified personnel is increasing. To help meet these needs, this report contains information on the current and expected nature of the recreation management job on the western national forests; judgments of recreation managers on educational deficiencies of forestry graduates and recommendations for changes in forestry education; basic philosophies of education and recreation management accepted as guides in course development; a general framework for the technical content of a course in wildland recreation management; and a group of 4 courses geared to the above factors. The proposed courses should provide educators with a useful source for preparing their own courses in recreation management within the multiple-use context. Four categories of literature were reviewed and utilized in implementing the project: methods of research in education, methods of job analysis, theory of education and curriculum development, technical components and education in wildland recreation management. Additional course recommendations are expected to appear in 1969 as a publication of the Texas Agricultural Experiment Station. (JS)

ED 026 981 24 HE 000 775

McClure, Edward E. Graetz, Robert E.

Graduate Curriculum Development for Social Planning Specialization in Urban and Regional Planning. Final Report.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-D-008

Pub Date 31 Oct 68

Grant—OEG-2-7-070008-2958

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*City Planning, Course Evaluation, Curriculum Design, *Curriculum Development, Experimental Curriculum, Graduate Study, *Higher Education, *Regional Planning, *Social Planning, Specialization

A model curriculum in social planning at the graduate level has been developed and tested as an area of study at Florida State University (F-

SU). The project, which lasted from early 1967 through the summer of 1968, involved (1) a workshop to review the educational needs that should be met by the proposed curriculum, (2) a second workshop that reviewed curricular dimensions and established specifications for 6 experimental courses; a course in basic principles, 3 courses designed to explore the scope of social planning from individual, group, and community vantage points, and 2 others which relate social planning philosophy to the general planning program of FSU's Department of Urban and Regional Planning, (3) implementation of the curriculum including the 6 courses, with concurrent evaluation in the form of discussions between instructors, departmental faculty, and students during the 1967-1968 academic year, and (4) a comprehensive evaluation of the curriculum in the context of long-range plans to provide social planning specialization at the master's and doctoral levels. The 6 courses are being continued on an operational basis at FSU as the core of a social planning specialization and conducted in the context of a 2-year master's degree program. The report contains course outlines, conceptual background material, and recommendations for further evolution of the new courses. (Author/WM)

ED 026 982 JC 680 419

Iowa's Developing Pattern for Area Schools: A Paper Developed by the Department of Public Instruction with an Attached Statement by the Area School Superintendents. Revised Edition.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Dec 68

Note—111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—*Educational Planning, *Junior Colleges, *Master Plans, *State Legislation, *Vocational Education

Identifiers—*Iowa

This report is a history of Iowa's post-secondary education, outlining various studies, legislation, and possible restructuring of provisions of the existing Iowa Code that might lead to a combination of 2-year junior college education and area vocational education into a single comprehensive institution. The final pattern, however, was the establishment of a system of area community colleges and area vocational colleges. Particulars of their organization, governance, and funding are given. By July 1966, all 99 counties had worked on a study or plan for developing a vocational or community college. Of the 13 resulting area schools, four became area vocational schools and nine, area community colleges. The 13 areas took in 83 counties. Work had also begun on incorporating the existing 16 public community junior colleges into an organized area school administration. Currently there are 11 area community colleges and four vocational schools. At date of writing, seven counties were still unorganized, unassembled, or unspecified for vocational or community function. The concept of area schools has permitted such great expansion of post-high school vocational/technical and adult education programs that 1967-68 enrollment in the system exceeded 80,000. Certain issues remained unresolved, such as certification, accreditation, and the training of adequate staff. (HH)

ED 026 983 JC 680 489

Ellerbrook, W.L.

[Pre-Service and In-Service Training of Junior College Teachers.]

Pub Date 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*College Teachers, *Inservice Teacher Education, *Junior Colleges, *Preservice Education, Questionnaires, *Teacher Education

Identifiers—*Texas

This document combines two papers—one on pre-service, one on in-service training of junior college teachers. Literature on pre-service training shows general agreement on the need for knowledge of the history, philosophy, and unique features of the junior college, of adolescent psychology, of curriculum, and of subject matter. Of the 20 state-supported senior colleges and universities (out of 22 queried) that had graduate programs, 16 had programs for junior college teachers. The programs varied greatly: none had courses in adolescent psychology, many had ad-

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ministration courses, some taught both senior and junior college teaching, two led to a master's degree in teaching, one provided post-master's work, one led to an Ed.D., several gave a master's in subject matter, one offered an internship (\$3150) in selected junior colleges. Two programs were still being prepared. On in-service training, a questionnaire to the presidents of 39 public junior colleges brought 31 usable replies. Twenty-one said they had an in-service program; 26 had a faculty handbook. Replies to 21 questions on the usefulness of certain items to the orientation of new faculty are shown by total and by percentage. Knowledge of one's own college is considered more important than knowledge of junior colleges in general. Recognition of duties and responsibilities to administration, staff, other faculty, and board were considered most important. Responses varied on the value of counseling, psychology, student traits, programs available, and follow-up studies. (HH)

ED 026 984 JC 690 000

Langley, Elizabeth Hickok
Follow-Up of the 1963 Freshmen Class of Eight
Chicago City Junior Colleges.
Loyola Univ., Chicago, Ill.
Pub Date Jun 68
Note—180p.

EDRS Price MF-\$0.75 HC-\$9.10
Descriptors—Counseling, *Followup Studies,
*Guidance, *Junior Colleges, *Student Needs,
*Student Opinion, *Student Personnel Services
Identifiers—*Illinois

To discover the status of the 1963 entering freshmen after four years (and their opinion of the student personnel services), a sub-sample of 100 students was sent a 28-item questionnaire. It asked for identity, reasons for leaving college, job information, curriculum, courses, and educational, vocational, and personal guidance data. The respondents were mostly single, non-graduates, working full time, or in school full time. Non-graduates transferred to a senior school, had money problems, had poor grades, or had not found the courses they needed. About half were taking (or had taken) further education at another institution. Almost three-fourths had received a better understanding of their interests and abilities, usually from a teacher. Graduates and transfers had been helped by a counselor. Non-graduates had used guidance tests or self-help. Eleven per cent wished they had had more guidance and help with study habits. All but the non-graduates felt that the programs suited their work plans and that vocational advice was available. Technical students felt a shortage of vocational courses. Nearly three-fourths felt the programs suited their educational objective; more than half, that it suited their personal needs. Graduates and transfers were more favorable toward the curriculum and student personnel services. Non-graduate opinion was less favorable and should be studied further. For on-going evaluation and to improve offerings, the author recommends a questionnaire for all full-time students who withdraw or drop out. (HH)

ED 026 985 JC 690 018

Walker, Daniel G.
The House Plan at Cypress.
Pub Date [68]
Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—College Planning, *Educational Environment, *House Plan, *Junior Colleges, *Social Environment, *Student College Relationship
Identifiers—*California

A House system is planned for Cypress Junior College, California, for an expected enrollment of 12,000. This idea of a residence hall where students live and work together may be organized around a major field (science, engineering, arts) or for a deliberate interdisciplinary mix. Usually a House plan brings living and learning together to complement each other, but a commuter college like Cypress must organize its Houses without benefit of dormitory life. The plan is intended, in these days of large enrollment, to minimize the impersonality of a "punch card" campus and the sense of alienation that exacerbates current student revolt. Each House will be in a major building (vocational technical, fine arts, library, business, humanities, sciences, physical education), near the entrance for easy access and prevention of interference with classes. It will be a complete

student center and, depending on size and interest, will include food services, lounges, library reference and browsing material, seminar rooms, study areas, possibly audio-tutorial systems, a House manager, student government offices, space for leisure-time activities (music, sports), bookstore, and barbershop. House spirit and pride will be achieved by participation in House government, social and cultural activities, vocational and personal counseling, and the chance to enjoy diverse opportunities. A few disadvantages are anticipated, but it is felt they will be solved without great difficulty. (HH)

ED 026 986 JC 690 019

Hendrix, Vernon L.
Functional Relationships of Junior College Environments and Selected Characteristics of Faculties, Students, the Administration, and the Community. Final Report.

Minnesota Univ., Minneapolis.
Spous Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0770
Pub Date Jun 67
Contract—OEC-6-10-262
Note—421p.

EDRS Price MF-\$1.75 HC-\$21.15
Descriptors—*Community Attitudes, Environmental Influences, *Junior Colleges, Measurement Techniques, *Statistical Analysis, *Student Attitudes

Nearly 100 junior colleges were studied to find the interrelationships among college environments and faculty, student, administrator, and community characteristics and to examine the variables that generate and maintain them. Data were gathered on three factors: (1) external determinants (variables like community characteristics, and student and faculty preferences for environmental dimension, each with subsets); (2) internal determinants (Junior College Environmental Scales [JCES], namely, Conventional Conformity, Internationalization, Maturation, and Humanism); (3) criterion measures (outputs of the college and student attitudes to it). For evaluation of college outputs, several indices were used; for student attitudes, two sets of items were used. Of the seven canonical analysis made to estimate the relationships among the three factors, five showed statistically significant correlations. One showed two dimensions between external determinants and the four JCES; the second found three common dimensions between the external determinants and measures of student satisfaction and achievement; the third described the relationship between external determinants and student participation in activities; the fourth associated the JCES with 19 items of student satisfaction and achievement; the fifth correlated the JCES with participation in student activities. Regression analyses are summarized for each of 21 independent variables and 44 dependent variables. Discussion, conclusions, implications, and tables showing all correlations are given. (HH)

ED 026 987 JC 690 020

Hobbs, Dan S. Hayes, Larry K.
The Tulsa Junior College: Report of a Study to Develop Background Data, Planning Standards and Criteria for the Establishment of the Tulsa Junior College.

Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date Jan 69
Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Campus Planning, *College Planning, *Junior Colleges, *Site Selection, *State Legislation
Identifiers—*Oklahoma

The 1968 legislature authorized the Oklahoma State Regents for Higher Education to establish a 2-year junior college for Tulsa County and environs. The Regents' staff began plans that included: a state bond issue (\$34 million) to be matched by federal funds; studies of community population trends, socioeconomic trends, site needs, operating budget, and physical plant requirements; functions and purposes of the college; admission, retention, graduation, and accreditation standards; educational programs and degrees or other academic awards to be offered; fees; and timetable for construction, organization, operation, enrollment, and start of classes. The staff worked with national authorities, outside consultants, and public relations experts, and

used a questionnaire to collect most of its data. The data and resulting plans are presented in detail. Recommendations include: (1) a comprehensive function for the new college; (2) adoption of broad educational programs and courses of study; (3) nationally prevalent educational standards; (4) conferring of selected degrees and certificates; (5) fees identical with those at other 2-year state colleges; (6) adoption by the Regents of the proposed 1970 operating budget; (7) adoption of the construction guide for the physical plant; (8) development of a multi-campus college with three or four sites; (9) selection of personnel and programs in time for 1970-71 operation; and (10) donation of local sites to the State as soon as possible. (HH)

ED 026 988 JC 690 021

Articulation Agreements between California State College at Los Angeles and the Colleges of the Los Angeles City Junior College District.

Los Angeles Junior Coll. District, Calif.
Pub Date 1 Sep 68
Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70
Descriptors—Articulation (Program), *College Majors, *Junior Colleges, *Transfer Policy, *Transfer Students
Identifiers—*California

These articulation agreements have been negotiated so that the junior college student may complete the first two years toward his baccalaureate with courses that meet the requirements of his major. This bulletin merely lists the acceptable courses; details of curricula, course titles, descriptions, or units of credit may be found in the catalogs of the respective colleges. From this listing, the student can see what is needed, not only for his major, but also for completing his general education requirements. In some cases, a certain course may satisfy both needs. If the student elects courses that satisfy neither requirement, he may have to spend extra time in the lower division before transfer. This schedule also lists courses that satisfy minor and major requirements toward teaching credentials. The report may serve as a guide for other schools wishing to establish similar agreements. (HH)

ED 026 989 JC 690 022

Follow-Up Studies of Bronx Community College Graduates.
City Univ. of New York, N.Y. Bronx Community Coll.

Report No.—BCC-RR-2-69
Pub Date Jan 69
Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Followup Studies, *Junior Colleges, *Transfer Students
Identifiers—*New York

This study compares two groups—Bronx Community College graduates who went, as juniors, to City College of New York and to Hunter (Bronx) in September 1965 and 60 native juniors at the same two upper-division colleges. At CCNY there was a slight difference in graduation rate between transfers and natives; at Hunter (Bronx), there was none. Of the transfers, 72% lost no credits; 21% lost up to four credits; only three students lost 10 or more credits. The comparison of academic performance takes into account initial differences in academic readiness between the natives and the transfers on entry into their respective freshman classes. (The native students were a random sample of those who had had a high school average below 85%, to make them comparable to the transfer group.) On entry into the junior year, relative progress seems somewhat better for the natives than for the transfers; this, however, should be interpreted cautiously, as several dissimilarities were not taken into account. The analysis suggests that students entering Bronx Community College with the same high school average as those entering CCNY as freshmen can be expected to earn about the same final 2-year indices as the native CCNY students. This expectation is even clearer in the case of the Hunter (Bronx) students. (HH)

ED 026 990 JC 690 025

Articulation Agreements between the University of California, Los Angeles, and the Colleges of the Los Angeles City Junior College District.

Los Angeles Junior Coll. District, Calif.
Pub Date 1 Sep 68
Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Articulation (Program), *College Majors, *Junior Colleges, *Transfer Policy, *Transfer Students
Identifiers—*California

These articulation agreements have been negotiated so that the junior college student may complete the first two years toward his baccalaureate with courses that meet the requirements of his major. This bulletin merely lists the acceptable courses; details of curricula, course titles, descriptions, or units of credit may be found in the catalogs of the respective colleges. From this listing, the student can see what is needed, not only for his major, but also for completing his general education requirements. In some cases, a certain course may satisfy both needs. If the student elects courses that satisfy neither requirement, he may have to spend extra time in the lower division before transfer. This schedule also lists courses that satisfy minor and major requirements toward teaching credentials. The report may serve as a guide for other schools wishing to establish similar agreements. (HH)

ED 026 991 JC 690 026

Warren, Alex M.

An Annotated Bibliography of the American Two-Year College: Its Role and Function.

Pub Date [68]

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Bibliographies, Community Colleges, *Junior Colleges, *Technical Institutes, *Vocational Schools

This bibliography covers articles and books dealing with two-year colleges in the U.S., including junior colleges, community colleges, vocational colleges, technical colleges, and municipal colleges. The greatest emphasis is on the junior and community college and, with the exception of historically important books and articles from the Junior College Journal, entries were primarily published between 1965 and 1968. Bibliographic sources include the Olin Library index, Cumulative Book Index (1942-1968), Library of Congress Catalog (1950-1968), Monthly Catalog of U.S. Government Publications (1952-1968), Bibliographic Index (1951-1967), Dissertation Abstracts (1963-1968), Social Sciences and Humanities Index (1949-1968), Public Affairs Information Service 1950-1968, Business Periodical Index (1958-1968), Readers Guide to Periodical Literature (1949-1968), Education Index (1955-1968), and the Industrial and Labor Relations Catalog (Cornell). (MC)

ED 026 992 JC 690 027

Curriculum Guides for Two-Year Institutions.

Southern Illinois Univ., Carbondale.

Pub Date [68]

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Articulation (Program), Curriculum Guides, *Graduation Requirements, *Junior Colleges, *Transfer Students
Identifiers—*Illinois

Although prepared particularly for students who plan to transfer to Southern Illinois University, these curriculum guides may serve as a model for other 2-year colleges preparing similar material. The document includes evaluation procedures. Evaluation of the student's satisfaction of academic credit and major requirements is part of his advisement process. Credit transferred from an accredited 2-year institution is limited only in that the student must earn the last 96 hours required for his degree at Southern Illinois University or another approved 4-year institution. He must also meet the University's residence requirements. The grades acceptable for graduation are also explained. (HH)

ED 026 993 JC 690 029

Richardson, Richard C., Jr. Blocker, Clyde E.

Student's Guide to the Two-Year College.

Pub Date 68

Note—145p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Career Planning, *College Choice, *Higher Education, *Junior Colleges, *Personal Values

This guide for the student or prospective student at a 2-year college contains: (1) general information on junior colleges (accreditation, transfer of credits, staff qualifications, student body characteristics, admission standards, objec-

tives of such colleges, costs at different types of college, registration, selection of program, class scheduling, withdrawal, change of program); (2) definition of student objectives (self-knowledge, test scores, high school grades, personal interests, vocational opportunities, choice of major, career objective, transfer possibilities); (3) planning to achieve these objectives (developmental work, transfer programs, selection of a transfer institution, career programs, guide to 4-year colleges and universities, courtship and marriage); (4) use of college resources (extracurricular activities, counseling services, library facilities and use, sources of financial aid, expectations from instructors, placement services, health service, housing possibilities); and (5) use of personal resources (time, class scheduling, effective study habits, preparation for exams, organization of term papers, bibliographical and reading hints). The book is arranged so that the reader may select only those portions that apply to his needs. (HH)

ED 026 994

JC 690 030

Thompson, J. Robert

Why Students Drop Courses.

Pub Date Feb 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Counseling Effectiveness, *Dropout Identification, Dropout Research, *Institutional Research, *Junior Colleges, *Student Needs, *Withdrawal

Identifiers—*Michigan

This study was conducted by Macomb County Community College to determine the reasons that their students withdrew from classes. Questionnaires were sent to 3,568 students who had dropped a total of 6,081 courses. The 1,434 responding students (40.19%) answered questions about the 2,190 courses they had dropped, and gave their reasons for doing so. It was found that most students withdraw from only one course (average number of courses dropped = 1.53), and that age, sex, or number of courses taken does not seem to be related to withdrawal. Multiple reasons were often given, the most common being: (1) job conflict, (2) lack of interest, (3) wrong program, (4) academic difficulty, and (5) conflict with the teacher. Early identification of students who withdraw, and more vigorous counseling efforts are recommended. (MC)

ED 026 995

JC 690 031

Baber, Eric R., Ed.

Report of a Pilot Program of Four Inservice Faculty Seminars Held in Four Illinois Junior Colleges by Means of Telephone Conference Call.

Illinois State Univ., Normal.

Pub Date 68

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—*College Curriculum, *College Instruction, Conference Reports, Discussion Groups, *Educational Philosophy, *Junior Colleges, Seminars, *Student Personnel Services, Telephone Communication Systems

Identifiers—*Illinois

Presented are papers and subsequent discussions from four junior college faculty in-service seminars held in the spring of 1968 and jointly sponsored by Illinois State University and four junior colleges (Illinois Central, Illinois Valley Community, Joliet Junior, and Sauk Valley). At each seminar, the moderator and three panelists appeared "live" on one of the four junior college campuses, and faculty groups on the other three campuses participated simultaneously by means of a telephone conference-call hook-up, making it possible for individuals in all four locations to hear the presentations and discussions, and to ask questions of the panelists. The topics of the four seminars were: (1) the philosophy of the junior college, (2) curriculum in the junior college, (3) improvement of junior college instruction, and (4) junior college student personnel services. (MC)

ED 026 996

JC 690 032

An Indiana Pattern for Higher Education: Report of the State Policy Commission on Post High School Education.

Indiana State Policy Commission on Post High School Education, Indianapolis.

Pub Date Dec 68

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Governance, Higher Education, *Junior Colleges, *Master Plans, Private Colleges, *State Legislation, *Trustees
Identifiers—*Indiana

The commission recommended: (1) establishment by the General Assembly of a Board of Regents; (2) number and terms of Board members; (3) setting the Regent's duties as (a) setting policy for public higher education, (b) making long-range plans in coordination with private schools, (c) approving new schools and major changes of policy, (d) coordinating budget and accounting procedures, (e) handling federal funds, (f) appointing a Chancellor for administration, planning, and research, (g) setting up advisory councils and commissions; (4) development of comprehensive colleges with local control; (5) appointment of an Advisory Council on Education for the Health Professions; (6) retaining the Clinical Teaching Center Program in the Health Professions; (7) conversion of regional state university campuses to autonomous institutions; (8) accountability to the Regents of all expenditures; (9) Regents control of federal funds for vocational/technical training; (10) transfer to the Regents of the Advisory Commission on Academic Facilities; (11) transfer of the duties of the Medical Education Board to the Regents; (12) placing the Indiana Higher Education Telecommunication System under the Regents; (13) transfer of duties of the Indiana Educational Services Foundation to the Regents; (14) ex-officio representation by the Regents on the Indiana Education Council; (15) expansion of the scholarship program; (16) cooperation with the Civil Rights Commission; (17) appointing a lay committee on Private higher education. (HH)

ED 026 997

JC 690 033

Health Manpower Needs in North Carolina, 1967-1973.

North Carolina Employment Security Commission, Raleigh.

Pub Date Dec 67

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—*Health Occupations, *Junior Colleges, *Medical Services, Nursing, Paramedical Occupations, *Subprofessionals, Technical Occupations

Identifiers—*North Carolina

This study sought to determine over-all growth patterns of employment in health related establishments, to project needs for 48 selected occupations through 1973, and to identify current job opportunities, training needs, and employment problems. With medical and health services growing so fast, federal agencies predict an average need of 10,000 workers per month through 1975. In North Carolina alone, employees in the surveyed services exceeded 66,000 in early 1967, and employers forecast about a 30% increase in health service jobs by 1973, raising the total above 85,000. Currently the greatest need is for registered nurses. About 80% of all personnel is expected to come from schools, on-the-job training, and the presently unemployed, leaving an unmet need for about 3900 workers. This report gives charts and tables detailing and correlating the six types of employing institutions surveyed (hospitals, rest homes, laboratories, offices, etc.), the 48 different occupations examined (nurse, medical technologist, orderly, etc.), anticipated employment by occupation, distribution of employment by sex, current job vacancies, projected manpower supply, types of training facility, statewide and area surveys, changes by number and percentage, anticipated additions to health services, etc. Appendices include definitions from the Dictionary of Occupational Titles for all the occupations studied, a list of non-surveyed occupations considered in short supply by sampled employers, and the methodology and scope of the study. (HH)

ED 026 998

JC 690 036

Baird, Leonard L. And Others

A Description of Graduates of Two-Year Colleges. American College Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-28

Pub Date Jan 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Achievement, Commuting Students, *Experience, *Followup Studies, *Junior Colleges, Questionnaires, Surveys
Identifiers—*American College Testing Program

This survey was a followup of the college experiences and achievements of 4009 second-year students at 29 two-year colleges. Students gave data on their background and plans, participation in non-academic activities, financial and work status, and general satisfaction with the college. Most planned to transfer to a 4-year college. They were satisfied with most aspects of the performance of their instructors, describing them as clear, factual, consistent, and concerned with the students. The students typically participated in extracurricular activities, but seldom achieved in the sense of attaining public recognition of their accomplishments. Most worked for at least part of their two years and most commuted to campus. Working or commuting, however, had little effect on college experience or achievement. Graduates were generally satisfied with their 2-year college. Some expected problems, such as finances, were found to be real; others, such as working or commuting time, were not as great as anticipated. (HH)

ED 026 999

JC 690 037

Johnson, Stuart R.
Students As Teachers.California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.

Report No.—TOPICAL-PAP-4

Pub Date Jan 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Institutional Research, *Junior Colleges, *Models, *Research Methodology, Student Attitudes, Student Behavior, *Student Teachers, *Teaching Models

Drawing from research in the areas of education and sociology, the author has developed a rationale and three models for using students as teachers and counselors. That students taught and/or counseled by other students will benefit from the experience has been demonstrated in recent research, but the present proposal differs in that it does not require the students who teach or counsel to be academically superior, and the greatest change in desired behavior is predicted for the counselor or tutor, not the counselee or tutee. The models included are for student counseling, a freshman English composition course, and a biology course. The objectives, procedures, and a plan for evaluation are provided for each model. These theory-derived guidelines were developed to assist educational planners to deliberately capitalize on the influence which peers are known to exert on each other, and the evaluation plans make it possible to determine whether the programs have their intended effect. (MC)

ED 027 000

JC 690 038

Marin, Dikran J.

Instructional Research and Development at the
College of Marin.

Pub Date Nov 68

Note—88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—*Educational Improvement, Educational Research, Institutional Research, *Instructional Innovation, *Junior Colleges, *Research and Development Centers, *Research and Instruction Units, Research Committees

Identifiers—*California

In 1965, the faculty and administration of the College of Marin formed a committee on instructional research and development to encourage active experimentation in this vital educational area. This document includes: (1) the initial precepts and organization of the committee; (2) a style for the budget and finance of research and development activities; (3) a framework for the submission of research proposals; (4) a format for expansion in instructional research and development activities; and (5) rationale and procedures for the development of a learning center as a system of ideas and as a framework of operating facilities to advance instructional research and development activities. Also included are the faculty projects submitted to the committee between Fall 1966 and Summer 1969. (MC)

ED 027 001

JC 690 039

Frelich, Edith A.

Large-Group Instruction in Remedial English.
Golden West Coll., Huntington Beach, Calif.

Pub Date [69]

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*English Instruction, *Followup Studies, *Junior Colleges, *Large Group Instruction, *Remedial Programs

Identifiers—*California

For three years (including 1968-69), remedial English has been taught at Golden West College (California) to groups of 200-365 students. Follow-up studies, begun with the opening of the College, have indicated that the student who completes the remedial program and proceeds to freshman composition has a better chance of success (C or better) than the initially qualified student who was not required to enroll in remedial courses. Two main problems were faced: (1) 60-70% of the entering freshmen require remedial English; (2) most instructors are prepared to teach only literature and have little interest in composition and grammar. Only enthusiastic and qualified teachers, therefore, are selected to offset the hostility and/or indifference of the students and the difficulties of large-group instruction. Course content and objectives are carefully defined. An intense schedule—daily classes for a 9-week term—is recommended for reinforcement. Details of the College programs in Basic English Review and Basic Writing Review are given, including schedule, class size, teaching methods, testing and grading, statistical results, workload credit for the staff, and distribution of students from large to small groups. The College uses a test of its own making (rather than ACT or SCAT) and plans to adopt an audio-tutorial system in Fall 1969. This system will not require additional staff as it can be supervised by a full-time, paraprofessional tutor. (HH)

ED 027 002

JC 690 040

Essig, Bob Martin, Dick

A Rational Plan of Hierarchy and Authority for
the Collegiate System: A Proposal to the
Academic Senate.

Marin Coll., Kentfield, Calif.

Pub Date May 68

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Administrator Selection, *College Administration, Educational Objectives, *Faculty, *Governance, *Junior Colleges, Policy Formation, Trustees

Identifiers—*California

Educational objectives to guide the Academic Senate include: discover and convey knowledge for learning, thinking, and problem-solving; accentuate individuality, creativity, and originality; develop awareness of real social/cultural conditions in the world; enrich emotional response; show the egalitarian relationship between student and teacher. The writer finds that colleges generally operate under what he calls "the traditional" or "the productive" system of hierarchy. The traditional administrative pattern includes a rigid chain of command; fixed division of labor; motivation, control, and direction of people by persuasion, reward, or punishment; and a generally low opinion of both faculty and students. He feels the productive system is more acceptable to modern educators as it enhances both professional and student effectiveness and achievement of personal goals; withdraws administrative direction; resists compartmented and proliferating administrative titles; and rotates administrative assignments. Under this system, both students and teachers are involved in formulation of institutional policy, not its enactment. The board of trustees (which can also formulate policy), exists to establish or enact it for the district. Faculty are truly involved in policy formulation when they are sure the board will enact it to an acceptable degree; they work best on continuing problems through standing committees, their committee assignment subject only to formal ratification by the Senate. (HH)

ED 027 003

JC 690 041

Machetanz, Fred

A Follow-Up Study of the Entering Freshman
Class, Fall, 1964.

Los Angeles Valley Coll., Van Nuys, Calif.

Pub Date Nov 68

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Academic Achievement, *College Freshmen, *Data Collection, *Followup Studies, Instructional Improvement, *Junior Colleges, Questionnaires, Student Characteristics, Student Needs, *Student Opinion, Student Personnel Work

Identifiers—*California

The purposes of this, the third followup study at Los Angeles Valley College were as follows: (1) to provide descriptive information about a stratified random sample of 1,234 entering freshmen, Fall 1964, with respect to persistence, graduation, probation, disqualification, and achievement over a 3-year period; (2) to ascertain information from this sample about current employment status and feelings about the institution; and (3) to provide data to assist instructors in relating course objectives to students, to provide feedback to counselors, and to provide data for administrative decision making. Specific information sought by questionnaire concerned the: (1) academic performance of entering freshmen; (2) number of students remaining each semester; (3) reasons for dropping out; (4) extent to which dropouts return to school during the 3-year period; (5) jobs ex-students obtain, and the usefulness of the college preparation for these jobs; (6) attendance patterns of transfer and terminal students; and (7) ideas students have for improving the college program. Data from the 43% response to the questionnaire are presented and summarized, and recommendations are made with implications for improved instruction and counseling. (MC)

ED 027 004

JC 690 042

Stein, Ruth S.

Student Evaluation of the High-School Honors
Program at Los Angeles City College.

Los Angeles City Coll., Calif.

Report No.—LACC-RS-68-13

Pub Date Dec 68

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*College High School Cooperation, *Honors Curriculum, *Junior Colleges, *Questionnaires, *Student Evaluation

Identifiers—*California

The 276 students who had completed courses in the high school honors program at Los Angeles City College between Spring 1964 and Fall 1967 were sent a questionnaire in an attempt to determine whether they regarded the experience as valuable, and to solicit suggestions for possible modifications of the program. The 58% who responded answered questions about the following topics: (1) reasons for choosing to participate in the program, and for enrolling in the subjects completed; (2) comparison of academic plans while at LACC with current plans; (3) possible areas of conflict between high school (and other) obligations and attending the honors classes at LACC; (4) advantages and disadvantages of program participation; (5) recommendations about the grade level best for participation; (6) possible attitude changes resulting from participation; and (7) suggestions for improving the program. Responses are reported in self-explanatory tables, presented in declining order of frequency and percentage of responses. The results indicate that participating students view the program favorably, and many recommend participation by more students in more courses. These favorable responses are consistent with previous studies on the academic performance of these students that show the program to be successful and worthy of encouragement by high school and college advisors. (MC)

ED 027 005

JC 690 043

Witmer, David R.

Right of Notice and Hearing, "Due Process," and
Related Constitutional Rights of Students.Wisconsin Board of Regents of State Universities,
Madison.

Pub Date 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Court Cases, *Court Litigation, *Junior Colleges, *Laws, *Legal Problems, *Legal Responsibility, Student Behavior, Student College Relationship

Identifiers—Wisconsin

Opinions about due process as it applies to the contemporary college campus range from the extreme view that due process as defined and practiced in U.S. courts of criminal law should be followed on college campuses to the opposite extreme that an educational community must evolve its own "due process" in light of campus objectives and traditions. Reviewing relevant court decisions, the author feels that the following guidelines approach an equitable middle ground. The student must be: (1) given notice of the charges against him and the grounds that, if

proven, would justify his expulsion or suspension; (2) given the names of eyewitnesses against him and a report on the facts to which witnesses testified; (3) given a hearing (public if he requests) and the opportunity to confront witnesses against him and to present evidence in his defense; (4) notified of the time, place, and date of the hearing and allowed sufficient time to prepare a defense; (5) disciplined by a duly-established body operating under regular procedures; and (6) furnished a report of the findings and results of the hearing for his inspection. (MC)

ED 027 006 JC 690 044

Hobbs, Dan S., Ed.

The Tulsa Junior College: Consultants' Papers on Planning and Establishing a New Urban Junior College.

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date Jan 69

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—*Campus Planning, Conferences, *Consultants, *Educational Planning, *Junior Colleges, *Master Plans, Planning

Identifiers—*Oklahoma

In December 1968, several national authorities met to discuss plans for the Tulsa Junior College and the problems that confront new, lay boards. Edmund J. Gleazer covered the role, growth, and future of junior colleges in general. B. Lamar Johnson spoke on junior colleges as they have evolved over several decades and specified five points as guides for Tulsa. In a second address, he emphasized that Tulsa, while comprehensive, must also be a model of the ideal, respective to innovation and improvement. B. J. Priest reviewed the kinds of leadership needed for an operational community college, especially in the urban area. J. W. Hobson examined the complexities of establishing a new college, identified steps in the process, and charted administrative, academic, physical, and financial structures. His second address stressed the need for sound planning, with examples of fiscal and physical requirements. D. M. Knoell discussed the responses of the urban college to the critical needs of both youth and adults for education beyond high school, and the acute problems of program relevance, staff preparation, etc. J. W. Fordyce outlined special considerations of a student-oriented college (physical, philosophical, curricular, personal, and evaluative). S. V. Martorana reviewed the guiding principles of site selection as related to educational goals. J. L. Wattenbarger examined site selection in terms of accessibility, environment, size, shape, topography, access to utilities, expansion space, cost, and beauty. (HH)

ED 027 007 JC 690 046

Project Follow-Through: Progress Report I.

Orange Coast Junior Coll. District, Costa Mesa, Calif.

Pub Date Jan 69

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Data Collection, *Followup Studies, *Junior Colleges, *Longitudinal Studies, *Student Characteristics

Identifiers—*California

The accomplishments and activities of Project Follow-Through, a system designed to gather data from college students, are reported for the first six months of its development (July 1 through December 31, 1968). The system will gather data from students at three distinct points during their junior college careers: (1) at their initial application for admission; (2) each semester during registration; and (3) during the semester while the student is attending class. The project will also gather data from those who have left college. The problems so far encountered, a look into the future of the project, and conclusions and recommendations are included, as well as a comprehensive appendix of project materials. (MC)

ED 027 008 JC 690 047

Dart, Gary R. Shell, Elton E.

Libraries and Library Job Opportunities in the Inland Empire.

San Bernardino Valley Coll., Calif.

Pub Date Aug 68

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Employment Opportunities, Job Market, *Junior Colleges, Libraries, *Library Technicians, Questionnaires, *Salaries, *Sub-professionals, Technical Education, Wages

Identifiers—*California

San Bernardino Valley College instituted a library technician training program in September 1967. During the 1967-68 year, certain deficiencies became apparent, namely, data on job opportunities in the area served by the college and on what qualifications the graduates of the program should have. In June 1968, a survey of the area (limited to one hour's driving distance from the college) was begun. Libraries were categorized as (1) college and university, (2) public, (3) public school, (4) private and parochial school, and (5) special and technical. Of the 116 questionnaires sent out, 71.6% were returned. Job opportunities and qualifications for non-professionals are discussed by category. Tables show salary range; number of possible jobs; and educational, clerical, and experience requirements. The writers suggest that both librarians and employees would benefit if job titles and descriptions were standardized. (HH)

ED 027 009 JC 690 049

Jordheim, Gerald Leopold, Fern

Committee Report: The "Better" Student.

Skagit Valley Coll., Mount Vernon, Wash.

Pub Date [65]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Ability Grouping, Academic Enrichment, *Educational Environment, *High Achievers, *Junior Colleges, *Student Interests, Student Teacher Relationship, *Superior Students

Identifiers—*Washington

In an attempt to determine whether a 2-year open-door institution known for its services to the academically weak would be suitable for academically superior students, the Instructional Council of Skagit Valley College requested comment from interested faculty, and polled "better" (GPA 3.0 or higher) students to determine their degree of satisfaction with available programs. Faculty suggestions include: (1) enrichment programs for "better" students; (2) special grouping; (3) environmental improvement and increased informal faculty contact with "better" students; and (4) changes in course requirements, orientation, and grading. Students indicated that they found classes intellectually stimulating, and appear well adjusted except in the area of finding friends with similar interests. Few seemed active in currently available enrichment programs (a list is appended), but all participated in some activities and individual conversations with instructors. The council recommend further exploration of this topic. (MC)

ED 027 010 JC 690 050

Ellerbrook, W. L.

Placement and Follow-Up Programs in the Public Junior Colleges of Texas.

Pub Date 14 Jan 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Adult Education, *Followup Studies, *Junior Colleges, *Literature Reviews, Questionnaires, *Student Personnel Services, *Student Placement, Transfer Programs, Vocational Education

Identifiers—*Texas

Surveying literature relevant to the junior college and the public junior colleges in Texas (by questionnaire), the author found that, concerning placement and followup programs: (1) most work is being done on or for students who transfer to a 4-year college; (2) some work is being done on or for those who join the work force immediately after graduation; and (3) almost nothing is being done on or for students who drop out of junior college. He notes that, as the community college assumes the expanded role of producing vocationally and technically trained graduates and providing continuing or adult education, it must provide auxiliary services to these groups of students as well. For these students, there is a market shortage of placement and followup services, and the author recommends that the junior college re-evaluate not only its placement and followup programs, but also its total program to see if its objectives are appropriate and are being accomplished. (MC)

ED 027 011 JC 690 051

Orange Coast College Freshman Information Form of the American Council On Education, Fall 1968.

Orange Coast Junior Coll. District, Costa Mesa, Calif.

Pub Date Jan 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Cocurricular Activities, *College Freshmen, College Majors, *Junior Colleges, Questionnaires, *Student Characteristics, Student Needs, *Student Opinion, Student Problems, *Student Reaction

Identifiers—*California

The American Council on Education Freshman Information Form was administered to the 1,486 full time freshmen entering Orange Coast College in the Fall of 1968. Information included in this report includes: (1) the age and sex of respondents; (2) secondary school grades; (3) high school achievements; (4) plans for academic degrees; (5) probable major fields of study; (6) level of parental education; (7) estimated parental income; (8) sources of financial support; (9) anticipated participation in extra or co-curricular activities; (10) reasons for attending college; and (11) expected benefits from the college experience. The data are compared with freshmen entering in the Fall of 1967, and with freshmen from 27 other junior colleges. (MC)

ED 027 012 JC 690 052

Tuckman, Bruce W. Gillie, Angelo C.

A Study of the Role of the Community College in the Development of Self- and Occupational Concepts. Interim Report.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date Jul 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Career Choice, *College Role, *Junior Colleges, *Occupational Aspiration, Role Perception, *Self Concept, Self Congruence, Self Esteem, Technical Occupations, Vocational Interests

Identifiers—*New Jersey

This report concerns a study designed to determine the extent to which students in community college occupational programs are developing a heightened self-awareness as well as a heightened occupational awareness when compared to students having different experiences. It is hypothesized that students enrolled in technical programs at Middlesex County College will be aware of a wider variety, a more technical and high level of occupation, and will be inclined to see themselves as more able to attain these occupations than students who have gone into immediate employment upon graduation from high school. The Multiple Repertory Test is being used to measure the following criteria, which are broadly conceived as representing the development of self- and occupational concepts: (1) self-esteem, or the congruence between actual and ideal self-description; (2) occupational level of incorporation, or the congruence between actual self-description and occupational self-description; and (3) level of incorporation of social roles, or the congruence between actual self-description and social-role description. The data so far presented are intended only as a baseline, thus no generalizations have been made concerning student change as a result of their two-year college experience. (MC)

ED 027 013 JC 690 054

Western Interstate Commission for Higher Education. Annual Report-1968.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Jan 69

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Degree Requirements, *Junior Colleges, *Medical Services, *Nursing, *Regional Programs

This report describes the organization, purposes, and functions of the Commission, which include representatives from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. In September 1968, the first regional conference for state leaders of community colleges was held to discuss the role of state board members and their staffs in these growing

systems of higher education in the West. Among the current programs of WICHE that concern the junior college is the Improvement of Nursing Curricula to revise the programs in western schools of nursing, from the associate degree through the master's, by applying research findings to clinical content. Each year, starting in 1967, four meetings are to be held for this purpose. Also, the nursing profession in the West has recognized a need to clarify the differences between BA and AA degree nursing programs by behavior and function of graduates. The 100 schools of the Western Council on Higher Education for Nursing have taken part in the Nursing Measurement Program by providing more than 1500 items for preliminary selection of nursing behaviors. The most pertinent items were chosen to make up a pilot questionnaire. This was submitted to a sample of nursing faculty and graduating students of the Council's member schools. The results will be analyzed to establish the differences between graduates of the two kinds of nursing education. (HH)

ED 027 014 JC 690 056
Criteria to be Met and Procedures to be Followed in the Creation of Public Junior Colleges in Texas.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Report No.—Policy-Pap-3

Pub Date 8 Apr 68

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Campus Planning, *College Curriculum, Criteria, *Governing Boards, *Junior Colleges, *State Legislation
Identifiers—*Texas

The criteria (tax base, location, enrollment, curriculum, etc.) for the creation of the four types of new junior college districts as provided by Texas Public School Law and the Coordinating Board, Texas College and University System are summarized. The appropriate procedures are as follows: (1) creation of a local steering committee; (2) contact with the Coordinating Board; (3) conduct of a local survey; (4) circulation of a petition; (5) certification of the petition; (6) presentation of the petition to the Coordinating Board; and (7) action by the Board. These criteria and procedures apply to junior college districts coextensive with independent school districts, union districts, single county, and joint county districts. Appended is a sample form for a local survey report. (MC)

ED 027 015 JC 690 057

Martin, Margaret Ruth

The Two-Step Flow of Communication: Explorations in an Educational Setting.

Syracuse Univ., N.Y.

Pub Date Aug 67

Note—243p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-13,849, MF \$3.15, Xerography \$11.05).

Document Not Available from EDRS.

Descriptors—Information Seeking, *Information Sources, *Junior Colleges, Resource Materials, *Socioeconomic Influences, *Student Attitudes, *Study Habits
Identifiers—*Ohio

Because communication in a classroom is seldom complete, students seek further information elsewhere. This study examines these sources of information and the type of information sought from each. Twenty-two Remedial English students and 21 English Composition students were interviewed in separate half-hour sessions. It was hypothesized that they would have different information sources because of the significant differences in their English achievement and in their socioeconomic background. A questionnaire was designed for the study—the first part for demographic data and the second for data on specific attitudes, decision-making processes and influences, listening and reading habits, usual sources of information, likely influential or expert choices, and opinions on the individual leadership position. A t-test showed a significant difference in English achievement; a Chi-square test showed none in information-flow patterns. In both classes, the groups were heterogeneous and the only acknowledged leader was the teacher. Their instruction-information habits are affected by socio-environmental background. Since most stu-

dents work full- or part-time, the college is primarily for classwork. Most of them take no part in extracurricular activities and do not understand the college organization. Most devote no more than 15 hours a week to TV and radio, and rely primarily on newspapers and magazines for their secondary information. Further research is suggested by several of these findings. (HH)

ED 027 016 JC 690 058

Hall, Lincoln H.

Personality and Attitude Variables Among Achieving and Nonachieving College of the Sequoias Freshmen from Different Socioeconomic Backgrounds.

Pub Date [68]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Academic Ability, *Academic Achievement, Academic Aspiration, College Freshmen, Counseling Goals, Goal Orientation, *Junior Colleges, Lower Class Students, Mexican Americans, Middle Class College Students, Occupational Aspiration, *Personality Assessment, Personal Values, Remedial Instruction, Self Concept, *Socioeconomic Background, *Student Attitudes, Student Interests, Student Motivation
Identifiers—*California, Inventory of Self Appraisal, W. Lloyd Warner Index of Status Characteristics

Freshmen of lower and middle socioeconomic status identified by the W. Lloyd Warner Index of Status Characteristics were studied to determine: (1) differences in the motives, values, attitudes, goals, aspirations, self-concepts, and interests of these two groups; (2) if any of these factors distinguish between nonachievers (GPA below 2.0) of different socioeconomic backgrounds; (3) if measures of motivation distinguish between achieving and nonachieving students; (4) if socioeconomic background is related to achievement in junior college and career aspirations; and (5) the implications of the findings. Among the conclusions: (1) achieving lower-class students have a higher need to achieve than achieving middle-class students; (2) the high proportion of Mexican-American students in the lower socioeconomic group typically receive D or F grades in the lowest available remedial English class, which contributes substantially to their underachievement; and (3) the personality measures administered distinguish between socioeconomic groups, but not between achievers and nonachievers. It was concluded overall that the junior college is not meeting the needs of many of its students, and special curricula and help from the counseling staff in providing realistic evaluation of students' aspirations are needed. (MC)

ED 027 017 JC 690 059

The Development of Community Junior Colleges in Texas and the Core Curricula for Public Junior Colleges in Texas.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Report No.—Policy-Pap-2

Pub Date Mar 68

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Core Curriculum, *Junior Colleges, *State Programs, Transfer Policy, *Transfer Programs
Identifiers—*Texas

The Texas concept of higher education is 3-part, each part with a legal relation to the others, each with a specific role, and all interlocking under central coordination. The divisions are community junior colleges, senior colleges with first-level graduate offerings, and universities offering doctorate-level work and graduate education for the professions. This policy statement covers the purpose of the junior college (to give general, technical/occupational, and continuing education programs), the criteria for establishing new colleges (size of enrollment, commuting distance, etc.), and determination of college financing methods. This same paper also describes the core curricula for the state's public junior colleges. Most important, the curricula must seek as much common content as possible so that the courses are "freely transferable" among all institutions. This should not interfere with a university's privilege of innovation and experiment or with a junior college's decision to offer additional courses. General provisions for

credits and transfer are listed and charts show the relationship of courses in the major core curricula (Arts and Sciences, Business Administration, and Engineering). (HH)

ED 027 018 JC 690 060

Spaulding, Helen Billings, Elizabeth L.
Study of the Class of 1968.

Colby Junior Coll. for Women, New London, N.H.

Pub Date May 68

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Comparative Testing, *Females, *Junior Colleges, Measurement, *Personality, Questionnaires, *Statistical Analysis, *Student Characteristics, Tests
Identifiers—*New Hampshire

In a Colby Junior College study of (1) non-intellective characteristics of freshmen and their proficiency in liberal arts, (2) the same factors after two years, and (3) relationships between the variables and educational outcome College Student Questionnaires were used to measure some of the characteristics. Part I was given in Fall 1966; Part II, in April 1968. The 11 scales used were Motivation for Grades, Family and Peer Independence, Liberalism, Social Conscience, Cultural Sophistication, Study Habits, Satisfaction with Administration, with Faculty, with Students, Extracurricular Involvement. Not all scales were used in both parts. General examinations were used to measure achievement in English composition, natural science, math, humanities, social science/history (in Fall 1966 and May 1968). Tables show the student scores on entrance and after two years (compared with a national sample of freshman women); means and standard deviations for those who completed two years; general examination results; and intercorrelations of 18 variables (graduate GPA, high school GPA, and 16 test measures). Further comparisons of GPA's and questionnaire responses were made for public and private schools, secretarial and medical groups, upper and lower quartiles within the group, first- and second-year scores of individuals, withdrawals and graduates, and academic and non-conformist orientation. An item analysis was made comparing Colby students and the national sample. (HH)

ED 027 019 JC 690 064

Gladstone, Debbie, Ed.

1969 Guide to In-Service Training for Two Year College Faculty and Staff Members.

American Association of Junior Colleges, Washington, D.C.

Pub Date 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*College Faculty, Directories, *In-service Teacher Education, *Junior Colleges, *Teacher Education

This second annual directory of in-service training programs was compiled by the Faculty Development Project of the American Association of Junior Colleges in cooperation with the Carnegie Corporation. It covers training workshops and short courses specially designed for professional improvement and refreshment of faculty and instructors at AAJC member institutions. The material is arranged by subject matter (academic, vocational-technical, education/curriculum/learning, management and administration, student personnel services, National Science Foundation courses, etc.) and by geographical region (Northeast, South Atlantic, South, North Central, West). The information was obtained from colleges, universities, professional groups, government agencies, education associations, consultants, and other training organizations and institutions. Besides subject matter, each entry includes site, date, credit, and cost. The guide does not list Education Professions Development Act programs. In all cases, the directory specifies the office or person to whom inquiries should be sent. To improve future issues of the guide, readers are invited to submit comments, data on future programs, or any other pertinent information. (HH)

ED 027 020 JC 690 077

Pearce, Frank C.

Report on Faculty Load and Faculty Projections.

San Mateo Coll., Calif.

Report No.—CSM-RR-1969-1

Pub Date 1 Feb 69

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Enrollment Projections, *Enrollment Trends, *Junior Colleges, *Teacher Placement, *Teacher Supply and Demand, *Teaching Load
Identifiers—*California

To determine San Mateo Junior College District's 1969-70 needs for additional instructors and the number of student-contact hours to be assigned to each, a survey was made of the district's practices during the preceding two years. The report is based on the assumption that the number of student-contact hours should vary by subject in each of the instructional divisions. Tables show the number of student-contact hours for each subject, the number of faculty teaching full-time, and the number of weekly student-contact hours for each full-time faculty member at the district's two colleges: San Mateo and Canada. With a new junior college opening in the autumn of 1969, faculty needs were tabulated on the basis of anticipated student enrollments at the three colleges, student transfers to the new college, and faculty transfers to the new college. (DG)

ED 027 021 24 JC 690 086

Losak, John G.

An Evaluation of Selected Aspects of a Junior College Remedial Reading Program. Final Report.

Miami-Dade Junior Coll., Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-D-005
Pub Date Nov 68
Grant—OEG-1-7-070005-1714
Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*English Programs, *Evaluation, *Junior Colleges, *Remedial Programs, *Remedial Reading
Identifiers—*Florida

This study sought to evaluate the remedial program at Miami-Dade Junior College. As a control group, 73 randomly selected students, eligible for the remedial program, were placed in the regular freshman English course, to be compared with an experimental group of 461 students who were in the remedial program because of GPA, attrition rate, and re-test results. Results showed that the remedial program had little effect on the students' academic progress as measured by these three dependent variables. The remedial program, as presently designed, produced a slightly higher overall first-term GPA, but even that did not reach a grade level of C. The program made no difference in student withdrawal rates nor did it produce a better overall score on a standardized test (one not previously seen by either students or teacher). Moreover, 70% of the control group succeeded in the regular English course. From these results, it seems that (1) present attempts at academic remediation need considerable revision, (2) such remediation per se may not be a viable goal for students with low scores on standard tests, and (3) it is generally just as effective for low-scoring students to go directly into the regular freshman English sequence. In short, the program fails both in facilitating success in typical academic courses and in reducing withdrawal from college. (HH)

ED 027 022 64 LI 000 045

Vinsohaler, John F.

Improving the Accessibility of Educational Materials: 1. Retrieval of Educational and Psychological Tests. Final Report.

Spons Agency—Michigan State Univ., East Lansing, Coll. of Education; Office of Education (DHEW), Washington, D.C. Bureau of Research
Bureau No—BR-5-1144
Pub Date Oct 67
Contract—OEC-6-16-04
Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Automation, Behavioral Science Research, *Computer Programs, Educational Research, Indexing, *Information Retrieval, *Information Services, *Information Systems, Instructional Materials, Tests
Identifiers—*Basic Indexing and Retrieval System, BIRS, Fortran IV

This report summarizes the development, dissemination, and current applications of the Basic Indexing and Retrieval System (BIRS). BIRS is a collection of Fortran IV computer programs

designed to allow educational and psychological researchers to use their own locally based computer to construct and maintain the type of information retrieval system which best meets their individual needs. Given a collection of informational elements punched on cards, such as abstracts of research documents, and descriptions of instructional materials, the system produces a variety of information services. These services include the preparation of computer generated books with author/subject indexes and the development of automated reference searches for information elements relevant to specific queries. This report (1) provides sufficient information about BIRS to permit the reader to decide whether the system can be applied to his particular information retrieval problem and (2) describes how the reader may obtain copies of the system and its technical documentation. (Author/JB)

ED 027 023 LI 000 098

Doyle, L. B.

Breaking the Cost Barrier in Automatic Classification.

System Development Corp., Santa Monica, Calif.
Spons Agency—Rome Air Development Center, Griffiss AFB, N.Y.
Report No—SP-9516
Pub Date Jul 66
Contract—AF 19(628)-5166
Note—64p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-636 837, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Automation, *Classification, Computers, Content Analysis, *Costs, Indexing, *Statistical Analysis

A low-cost automatic classification method is reported that uses computer time in proportion to $N \log N$, where N is the number of information items and the base is a parameter, some barriers besides cost are treated briefly in the opening section, including types of intellectual resistance to the idea of doing classification by content-word similarity. The second section explains the basic processes of document grouping by similarity, and discusses the advantages of the reported method over methods commonly experimented with. The operation of an iterative procedure using word profiles to progressively improve the grouping of content-word lists is described. Then some possible applications aside from document classification are enumerated. The final section begins by presenting theoretical underpinnings that explain the form taken by the components of the method. An account of the struggle to make the method work is sketched, followed by a cycle-by-cycle description of a feasibility demonstration. The conclusion states that mere cheapness is not enough and analyzes what researchers and developers might have to do before user acceptance of automatic classification can be assured. (Author)

ED 027 024 LI 000 099

Study of Mechanization in DOD Libraries and Information Centers.

Booz, Allen Applied Research, Inc., Bethesda, Md.
Spons Agency—Defense Documentation Center for Scientific and Technical Information, Alexandria, Va.
Report No—BAARINC Report No. 914-1-1
Pub Date Sep 66
Contract—DSA-7-15489

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 640 100, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Automation, Computers, *Information Centers, Information Dissemination, *Information Processing, Information Retrieval, Information Storage, *Information Systems, *Libraries, Program Effectiveness, Thesauri
Identifiers—Department of Defense, DoD

This report summarizes the on-site study of mechanization in DoD libraries and information centers. Included are presentations and evaluations on thesaurus building, file structure, input processing, serial control, selective dissemination of information, circulation control, equipments being used, recommendations on information retrieval systems, observations on organization,

operation and application, and summaries on mechanization status, scope and size of collections, and COSATI subject area breakdowns. 76 facilities were visited; individual reports were generated for 35. Abstracts for the 35 reports and their DDC AD numbers are included. (Author)

ED 027 025 LI 000 415

Identification of Disciplines and Fields. Edits Task I Report, Work Unit 1.4.

Howard Research Co., Arlington, Va.
Spons Agency—Army Engineer Research and Development Labs., Fort Belvoir, Va.
Pub Date 3 Jan 66
Contract—DA-44-009-AMC-906(1)

Note—117p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 634 323, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Classification, Engineering, *Indexing, *Information Retrieval, *Information Storage, Information Systems, Sciences, *Thesauri
Identifiers—EDIS Subject Categories

This report presents the identification and definitions of subject oriented engineering and scientific disciplines and fields which are included in the EDIS Subject Categories. The discussion is extended to include the mix of subjects with other orientations, such as Item, Mission-Project, Expertise and Data Bank Categories. Sample queries are utilized to search the Subject and Item Categories. An EDIS categorization scheme, which is applicable to all categories, is derived. Potential application of the scheme to common data and information is discussed. The report also discusses the conversion of categories from a classification scheme to the EDIS Subject Categories. The final section discusses the advantages and limitations of forming field combinations. (Author)

ED 027 026 LI 000 437

Melton, Jessica S.

Automatic Processing of Metallurgical Abstracts for the Purpose of Information Retrieval. Final Report.

Case Western Reserve Univ., Cleveland, Ohio.
Center for Documentation and Communication Research.

Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-4
Pub Date 1 Jul 67
Grant—NSF-G-24488; NSF-GN-303

Note—104p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-175-965, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Abstracts, *Automation, *Comparative Analysis, Computer Programs, Dictionaries, Indexing, *Information Processing, *Information Retrieval, Information Systems, Input Output Analysis, Search Strategies, Sentences, Vocabulary
Identifiers—*Chemical Abstracts

Objectives of this project were to develop and test a method for automatically processing the text of abstracts for a document retrieval system. The test corpus consisted of 768 abstracts from the metallurgical section of Chemical Abstracts (CA). The system, based on a subject indexing rational, had two components: (1) a stored dictionary of words classed according to their subject content and (2) a set of stored rules applied to the text on a sentence-by-sentence basis. Testing consisted of comparing the performance of the system to that of the mechanical searching system of the Documentation Service of the American Society for Metals (ASM). It was found that: (1) sentence-by-sentence scanning of the text of CA yields by far too many retrievals and (2) that the structuring of the file does not make an appreciable difference in the search results. Both of these findings are directly relevant to any system of processing text by computer for document retrieval. They also have less direct implications as to the justification of other syntax-like devices, such as role indicators, in a document retrieval system. Appendices include a description of computer operations, selections from the dictionary, and structured sentences answering a sample question. (Author/JB)

ED 027 027

LI 000 488

Debons, Anthony and Others
Development and Experimental Evaluation of a
Retrieval System for Air Force Control Display
Information. Final Report.

Dayton Univ., Ohio. Research Inst.

Spons Agency—Air Force Flight Dynamics Lab.,
Wright-Patterson AFB, Ohio.

Report No.—AFDL-TR-67-19

Pub Date Nov 67

Contract—AF-33(615)-5310

Note—177p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-663-756, MF-\$0.65; HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Aviation Technology, Aviation Vocabulary, *Classification, *Coordinate Indexes, Evaluation, Information Processing, *Information Retrieval, Input Output Analysis, Technical Reports, Thesauri, *Use Studies

A proposed classification system was studied to determine its efficacy to the Air Force Control-Display Area. Based on negative outcomes from a logical assessment of the proposed system, an alternate system was proposed to include the coordinate index concept. Upon development of a thesaurus and an index system for 106 documents on VTOL/VTOL aircraft, an experiment was conducted to determine the acceptance and effectiveness of the system on professional workers using the system. Findings revealed that the coordinate system was acceptable to the user and that it provided for the retrieval of relevant documents beyond that expected by chance. The study suggests that the coordinate index system and the present measures used to study its effectiveness provide a rationale for further experimentation which can expand the base of the system to meet the need of the control-display area. Appendixes include the proposed hierarchical classification scheme, the master word list and thesaurus, the posting index, a list of users, the tasks (questions), and the concepts used in searching. (Author/JB)

ED 027 028

LI 001 087

Study of Information Requirements for Research
and Development. Annual Report.

Massachusetts Inst. of Tech., Cambridge. Alfred

P. Sloan School of Management.

Pub Date Aug 68

Grant—NSF-GN 597

Note—79p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 538, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Information Needs, Information Utilization, Problem Solving, *Program Administration, *Research, *Research and Development Centers, Research Utilization, Scientific Research

This report contains a summary of research done at Alfred P. Sloan School of Management to study the information requirements associated with research and development activity under the headings: parallel projects, laboratory communication networks, characteristic costs of information channels, and interorganizational transfer of information. Principal conclusions and implications of this research are given, and theses, papers and reports produced as part of the research program are listed. Three appendices contain reports on the problem of internal consulting in research and development organizations, information flow in research and development laboratories, and a model for the description and evaluation of technical problem solving. (RP)

ED 027 029

LI 001 253

Sellen, Betty-Carol, Ed. Karkhanis, Sharad, Ed.

New Directions for the City University Libraries;

Papers Presented at an Institute (New York,

April 18, 1968).

Spons Agency—Library Association of the City

Univ. of New York, N.Y.

Pub Date 31 Oct 68

Note—81p.

EDRS Price MF-\$0.50 HC-\$3.32

Descriptors—*College Libraries, Conference Reports,

*Library Cooperation, Library Facilities,

*Library Networks, Library Planning, *Library

Programs, Metropolitan Areas, National Programs, Research Libraries, *University Libraries

Identifiers—*City University of New York

The purpose of this institute was to consider the ways in which various phases of interlibrary cooperation could be developed in a large and geographically scattered system composed of many once autonomous units which have developed independently up to the present. Attending the institute were librarians from the City University of New York and other large academic libraries in the area as well as administrators and other college librarians interested in inter-library cooperation. Papers presented at the institute discussed: (1) the library complex in the State University of New York and the various cooperative projects and plans in that system, (2) the unification of the City University and how it will affect the building of physical facilities, including libraries, (3) research library cooperation on a national level, and (4) the cooperative programs between the University of North Carolina and Duke University as examples of library cooperation in a metropolitan area. Appended is a selective bibliography of 24 items on library cooperation. (JB)

ED 027 030

LI 001 278

Survey of the Use of Source Abstracts and Source
Index Terms in a Selected Group of Engineering
Journals. Final Report.

Information Management, Inc., Burlington, Mass.

Pub Date 21 May 68

Note—71p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 048, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Abstracts, *Engineering, *Indexes (Locators), Information Seeking, Information Utilization, *Periodicals, *Use Studies

The report presents the results of a study on the use being made of 'source abstracts' and 'source index terms' published in engineering journals. The results were derived from questionnaires circulated to subscribers to eighteen journals in engineering fields which currently publish 'source abstracts' and 'source index terms'. The overall results indicate that 68.5% of individual subscribers and 60.2% of institutional subscribers make some use of published abstracts while 41.4% of individual subscribers and 44.1% of institutional subscribers make some use of published index terms. (Author)

ED 027 031

LI 001 280

Storage and Retrieval of Information, A User-Sup-
plier Dialogue. Agard Extended Summaries 2.

North Atlantic Treaty Organization, Neuilly Sur
Seine (France). Advisory Group for Aerospace
Research and Development.

Pub Date Jun 68

Note—59p.; Summaries of papers presented at
the TIP-AvP Joint Symposium, Munich, June
18-20, 1968.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 674 168, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Automation, Communication (Thought Transfer), Data Processing, *Documentation, *Information Centers, *Information Dissemination, Information Needs, Information Processing, *Information Retrieval, Information Storage, Information Systems, Man Machine Systems, Sciences, Technology, Thesauri

Papers included in this document are: (1) Communication and Secrecy in Science; (2) The Suppliers Point of View—Introductory Paper; (3) Four 'New' Sciences: An Approach to Complexity; (4) Les Problemes Poses par le Vocabulaire Documentaire et l'Organisation des Dictionnaires et Thesauri; (5) Mechanical Reading—Trends and Developments in Character and Pattern Recognition; (6) Non-numerical Mathematics and Data Processing; (7) Efficient Transfer of Textual Information; (8) On-line Information Storage and Retrieval; (9) Manual Systems—TDCK Circular Thesaurus System; (10) Mechanised Systems; (11) An Introduction to the Study of Cost Effectiveness in Information Systems; (12) Selective Dissemination of Information; (13) Interactive Information Processing, Retrieval, and Transfer; (14) Man-Machine Interface; (15) Education. (CC)

ED 027 032

LI 001 284

Smith, John Miles

A Written Experiment on Retrieval Dialogue.

Pennsylvania Univ., Philadelphia. Moore School
of Electrical Engineering.

Spons Agency—Air Force Office of Scientific

Research, Arlington, Va.

Report No.—AF OSR 68-1839

Pub Date Aug 67

Contract—AF-49(638)-1421

Note—64p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 673 900, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Computer Programs, English, Grammar, *Information Retrieval, *Man Machine Systems, *Search Strategies, *Written Language

Identifiers—Real English

An experiment is described for determining the vocabulary and grammar of user retrieval requests in natural English as a guide in the design of a language for man-machine communication through a typewriter console. This experiment tested written dialog in follow-up to an experiment that tested oral dialog. Subjects repeated behavior observed in oral dialog of disregarding instructions and phrasing queries in non-sentential messages, and may reflect the subject's assumptions about his status relative to the system. Written language structures were more precise than those used in oral communication. Instructions to the subjects, their dialogs, and dialog requests grouped by statement type (declarative, imperative, and interrogative) are appended. The ten subjects included high school students, graduate students, a librarian, and a professor. (Author)

ED 027 033

LI 001 285

Smith, John Miles

An Oral Experiment on Retrieval Dialogue.

Pennsylvania Univ., Philadelphia. Moore School

of Electrical Engineering.

Spons Agency—Air Force Office of Scientific

Research, Arlington, Va.

Report No.—AF OSR 68 1836

Pub Date Jun 67

Contract—AF 49 (638)-1421

Note—32p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 674 058, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Computer Programs, English, Grammar, *Information Retrieval, *Man Machine Systems, *Oral Communication, *Search Strategies

Identifiers—*Real English

An experiment is described for determining the vocabulary and grammar of user retrieval requests in natural English as a guide in the design of a language for man-machine communication through a typewriter console. Results of ten question-answer dialogs are discussed. In oral communication, initial requests were most frequently declarative and subsequently became interrogative. Few requests were phrased in complete English sentences. Requests did not precisely state the information being sought and included sequences of peripheral comments. Instructions to the subjects and their dialogs are appended. (Author)

ED 027 034

LI 001 286

Smetana, Frederick O. Phillips, Dennis M.

Results of an Experimental Program to Provide

Low Cost Computer Searches of the NASA In-

formation File to University Graduate Students

in the Southeast. Final Report.

North Carolina Science and Technology Research

Center, Durham.

Spons Agency—National Aeronautics and Space

Administration, Washington, D.C.

Report No.—NASA-CR-95724; TR-103

Pub Date 30 Jun 68

Contract—NSR-34-007-005-TASK-3

Note—117p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (N68-29038, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Abstracts, *Bibliographies, Computers, Cost Effectiveness, Engineering, *Graduate Students, Industry, *Information Dissemination, *Information Retrieval, *Information Services, Scientific Personnel, Search Strategies, Technical Reports, Technological Advancement, Use Studies

Identifiers—NASA, *National Aeronautics and Space Administration

In an effort to increase dissemination of scientific and technological information, a program was undertaken whereby graduate students in science and engineering could request a computer-produced bibliography and/or abstracts of documents identified by the computer. The principal resource was the National Aeronautics and Space Administration (NASA) tape file which is the basis of "Scientific and Technical Aerospace Reports" (STAR) and "International Aerospace Abstracts" (IAA). The search systems used are described, pricing considerations are discussed, and detailed statistics of the operational functions are presented. Results are given on a user survey, with 144 responses obtained from the 155 students for whom searches were run. In general, the students appeared satisfied. As the primary objective of the Technology Utilization Program is the more rapid diffusion of new technology into commercial industry, it was considered unfortunate that fewer than 40% of the respondents indicated an interest in entering business and industry. It is suggested that some means be found to present significant data in simple terms to undergraduate students expecting to enter commerce, finance, and manufacturing in order to familiarize them with a source from which they may obtain such information in the future. (STAR/JB)

ED 027 035 LI 001 288

Rees, Alan M.
Training Program in Medical Librarianship and Health Sciences Information. Annual Report, July 1, 1967 - June 30, 1968.

Case Western Reserve Univ., Cleveland, Ohio. Center for Documentation and Communication Research.

Spons Agency—National Library of Medicine, Bethesda, Md.

Pub Date 30 Jun 68

Grant—LM-00123-01

Note—16p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 178 744, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Librarians, *Library Education, *Medical Libraries, *Recruitment

The Training Program consists of three specialized courses in medical librarianship, a four-week orientation to medical librarianship, field trips, and a seminar series on related topics. Resources of the local medical and academic communities have been used and an internship program for librarians in the two Veterans Administration hospitals in the Cleveland area was established. Recruiting activities for the program including mailed announcements, descriptive brochures and posters, and a rented booth at the Medical Library Association's 1967 Annual Convention are also described in this report. (CC)

ED 027 036 LI 001 290

Little, Dean K.
Microfiche/Telex Oriented Document Services Center Established in Sylvania Library Through Cooperative Test Program with Defense Documentation Center.

Sylvania Electronic Systems, Waltham, Mass.

Pub Date 27 May 68

Note—12p. Talk presented to Third Annual Northeastern Defense Documentation Center/Industry Users Conference, Waltham, Mass., April 17, 1968.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 676 710, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Communications, *Information Centers, Information Dissemination, *Information Retrieval, *Information Services, *Microfiche, Use Studies

Identifiers—TELEX

In a cooperative program with Defense Documentation Center Headquarters, Sylvania arranged for procurement of 70,000 unclassified-unlimited documents without DDC Form I cards and 30,000 unclassified-limited and classified documents with Form I's. This was done in order to overcome effects of an in-house documents inventory/selective destruction program and the DDC decision to close their Regional Field Service Offices which increased access time to contract documentation in the DDC Regional Office locales from minutes to over two weeks. Western Union TELEX with tape transmission was installed for transmitting Rapid Response Bibliography (RRB) search requests to DDC for overnight computer searches. The TELEX system in conjunction with the in-house collection of microfiche documents and microfiche duplicating equipment, provided the library with quick reaction capability in (1) literature identification, (2) full text acquisition, and (3) copy reproduction of no-return copies of master file microfiche. Statistics kept on the use of the system indicated that while users preferred hard copy, they were willing to use microfiche because of its quick accessibility. (Author/CC)

ED 027 037 LI 001 292

Cautin, Harvey Regan, Edward
Real English Project Report.

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AF OSR 68-1838

Pub Date Nov 67

Contract—AF 49(638)-1421

Note—16p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 673 899, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Computer Programs, Computers, English, *Information Retrieval, *Man Machine Systems, *Search Strategies, Vocabulary

Identifiers—*Real English

Requirements are discussed for an information retrieval language that enables users to employ natural language sentences in interaction with computer-stored files. Anticipated modes of operation of the system are outlined. These are: the search mode, the dictionary mode, the tables mode, and the statistical mode. Analysis of sample sentences parsed manually indicate that sentences can be machine analyzed by about 40 strings, many of which are combinations of others. The sentences produced about 130 distinct words excluding all index terms. It is suggested that, by properly classifying verbs with their objects, a semantic interpreter can be developed. (Author)

ED 027 038 LI 001 312

Downs, Robert B., Ed.
Resources of North Carolina Libraries.

Governor's Commission on Library Resources, Raleigh, N.C.

Pub Date 65

Note—242p.

EDRS Price MF-\$1.00 HC-\$12.20

Descriptors—College Libraries, Financial Support, Librarians, *Library Collections, Library Cooperation, *Library Facilities, *Library Planning, Library Standards, *Library Surveys, School Libraries, Special Libraries, State Libraries, *State Programs, University Libraries

Identifiers—*North Carolina

The conclusion of the survey is that North Carolina libraries do not have sufficient resources, physical facilities or staff to provide adequate library service for the state. The survey covers the present and potential roles of the State Library, the State Department of Archives and History, public libraries, university libraries, senior and junior college libraries, technical institutes and industrial education centers, school libraries, special libraries, and library education. The proposed program of the Governor's Commission on Library Resources for improving library services covers the areas of financing, personnel, and facilities. Appended are: A) Standards for Library Functions at the State Level, B) Archive and Manuscript Collections in North Carolina, C) Rules and Regulations for the Allocation of State Aid and Federal Aid to Public Libraries, 1964-65, D) Education for Librarianship in North Carolina, and E) Extending the Carolina Cooperation. (CC)

ED 027 039 LI 001 323

Kay, Martin Ziehe, Theodore
The Catalog: A Flexible Data Structure for Magnetic Tape.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans.

Report No.—RM-4645-PR

Pub Date Oct 65

Contract—AF 49(638)-66-C-0001

Note—33p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 623 938, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Automation, *Catalogs, *Computer Storage Devices, Electronic Data Processing, Information Retrieval, *Information Storage, *Linguistics, *Magnetic Tapes

This report outlines a generalized storage scheme for large files of highly structured data, or catalogs, and describes their realization on magnetic tape. Each datum, large or small, is assigned to one of a number of data classes of which a user may define any number. The overall organization of a catalog is given by a map that imposes a tree structure on the set of data classes. Catalogs may participate as individual data in other catalogs so that the structure of a file may be recursive. A flexible addressing scheme not only facilitates the retrieval of data and sets of data in response to easily formulated requests but also provides a basis for updating catalogs. General procedures called transformations can be used to derive catalogs with new structures from existing catalogs. (Author)

ED 027 040 LI 001 324

Fairholn, G.W. And Others
Library Manpower, A Preliminary Study of Essential Factors Contributing to Library Staffing Patterns.

State Univ. of New York, Albany.

Pub Date Dec 68

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Administration, *Budgeting, College Libraries, Followup Studies, Job Analysis, *Library Expenditures, Library Standards, Library Surveys, Manpower Utilization, Measurement Techniques, Needs, *Performance Criteria, *Personnel, Productivity, Records (Forms), *Reports, Statistical Data, Time, University Libraries

Identifiers—*State University of New York

This study was conducted to develop quantitative and qualitative productivity standards, work measures, and activity reports to facilitate effective budgeting for library staff in the State University of New York (SUNY) library system. The research methodology used by the study team involved a survey of 11 libraries of the 22 institutions in the study universe. The major steps were: (1) a preliminary survey and preparation of prescriptive models of library function and responsibilities, (2) a collection of facts about manpower utilization, productivity, and institutional milieu through personal visits to 12 campuses and analysis of detailed questionnaires, (3) analysis of data using a series of four workshops composed of librarians in technical services, cataloging, reader services and administration, (4) development of "standard times" to perform library functions and "application factors" to relate functions directly to books and users, and (5) identification of situations when deviations from the standards may be appropriate. Major recommendations are made for budgeting for library staff based on Weighted Standard Times, follow-up procedures to continually refine and update the standards, and monthly library activity reports. Concurrent observations are also made. Appendices include lists of basic library functions, weighted standard times, format for activity reports, and a 36 item bibliography. (Author/JB)

ED 027 041 LI 001 330

Zull, Carolyn Gifford, Ed. And Others
An Inquiry Into Testing of Information Retrieval Systems. Comparative Systems Laboratory Final Technical Report, Part III: CSL Related Studies.

Case Western Reserve Univ., Cleveland, Ohio. Center for Documentation and Communication Research.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No.—CSL-TR-FINAL-111

Pub Date 68

Grant—PHS-FR-00118

Note—151p.; Related documents are ED 023 421, Part I of this final report, and LI 001 331, Part II.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-180-952, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Classification, Comparative Analysis, Content Analysis, Data Analysis, *Information Retrieval, *Information Storage, Information Systems, *Input Output Analysis, Operations Research, *Search Strategies, Thesauri, Use Studies, *Vocabulary

Identifiers—*Comparative Systems Laboratory, Cranfield II, CSL, Gerard Salton

This third volume of the Comparative Systems Laboratory (CSL) Final Technical Report is a collection of relatively independent studies performed on CSL materials. Covered in this document are studies on: (1) properties of files, including a study of the growth rate of a dictionary of index terms as influenced by number of documents in the file and a discussion of problems encountered in coding (classifying) different types of English words; (2) the nature of user questions which were searched in CSL, including a verbatim listing of the CSL questions and an index to them as well as a classification of the questions according to various criteria; (3) the relations between the system answers (documents retrieved as answers) and the questions of the user, including a textual study of documents submitted as answers and a study which attempted to optimize searching of the CSL files on the basis of known relevant and nonrelevant answers; and (4) a comparison of the CSL study with similar experiments conducted by Cyril Cleverdon in the Cranfield II project and Gerard Salton at Cornell University. A list of CSL technical reports and additional publications is appended. (Author/JB)

ED 027 042

LI 001 331

Saracevic, Tefko

An Inquiry into Testing of Information Retrieval Systems. Comparative Systems Laboratory Final Technical Report, Part II: Analysis of Results.

Case Western Reserve Univ., Cleveland, Ohio. Center for Documentation and Communication Research.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No.—CSL-TR-FINAL-11

Pub Date 68

Grant—PHS-FR-00118

Note—204p.; Related documents are ED 023 421, Part I of this final report, and LI 001 330, Part III.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-180-951, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Evaluation Methods, Indexing, *Information Retrieval, *Information Systems, Input Output Analysis, *Operations Research, Research Criteria, Research Methodology, Search Strategies, *Systems Analysis, Test Results, Vocabulary

Identifiers—*Comparative Systems Laboratory, CSL

The Comparative Systems Laboratory (CSL) proposed to deal with the problems of testing retrieval systems by examining a number of processes involved in such systems, with particular attention to the human factor. It is hoped that the results of the project will be useful in refining methodologies for experimentation with information retrieval (IR) systems and in providing clues for the more effective design and redesign of operating IR systems. The second part of the final report of the project includes: (1) a summary of the experiments conducted, (2) a description of the method of analysis of results and a discussion of some problems encountered in analysis, (3) a description of the data base of the experiment in terms of questions, users and answers, (4) results pertaining to each of the variables tested (sources of indexing, indexing languages, question analysis, searching strategies, and formats of output), (5) specific, generalizable, and speculative conclusions drawn from these results, and (6) recommendations for future research on testing retrieval systems and on establishing relations between testing and practice. A list of CSL

technical reports and additional publications is appended. (Author/JB)

ED 027 043

LI 001 335

Parsons, William W.

Recent Developments in the Information Sciences and Their Implications for Intergovernmental Cooperation in Communications and Exchange of Information.

Pub Date 68

Note—28p.; Paper presented at the Management Conference sponsored by the Honolulu Chapter of the American Society for Public Administration (8th, University of Hawaii, September 9 - 13, 1968).

Journal Cit—Computers and Automation; v18 n4 p34-37 Apr 1969

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—City Government, Computers, Federal Aid, *Federal Government, Federal Legislation, Information Dissemination, *Information Science, Information Services, *Information Systems, *Intercity Cooperation, *State Government, Systems Development, Technological Advancement

Identifiers—*Intergovernmental Task Force Information Systems

This paper includes (1) a review of the history and current activities in the area of intergovernmental cooperation in the exchange of information and (2) a summary of the current state of the art in the information sciences. Relevant federal legislation, dating back to the 1930's, is discussed; the April 1968 report by the Intergovernmental Task Force on Information Systems is summarized; and present federal, state, and local activities are described. In the examination of the information sciences, the technological background is reviewed, some of the technical resources currently available are described, and the system implications of information processing are discussed. Appended are statistics on the growth in the number and capability of computers and Chapter I of the report by the Intergovernmental Task Force on Information Systems, entitled "Summary-Plan of Action." The full Task Force report is available as ED-019-985. (JB)

ED 027 044

LI 001 336

Tanis, Norman E.

Ten Steps for the Establishment of the Comprehensive Community College Library.

Pub Date [67]

Note—12p.; Paper presented at a conference on the community college library (Kansas State College of Pittsburg, April 17, 1967).

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Administration, Community Colleges, Consultants, Governing Boards, *Junior College Libraries, Librarians, Library Collections, Library Cooperation, *Library Facilities, *Library Planning, *Policy Formation, *Resource Centers

Because community college boards of trustees and citizens committees often make the initial decisions about major college policies and building plans, it is important that they become aware of the basic sequence of events which will promote excellent community college libraries. The ten steps involve: (1) provision of funds for the library in the capital funds secured for the new campus, (2) appointment of a capable head librarian, (3) utilization of a well-qualified library consultant, (4) establishment of a code of library policy and procedure, (5) priority to be given for provision of library materials, (6) considering the library to be a materials resource center, (7) long-range budgeting, (8) visits to similar libraries, (9) writing the specifications for the consultant, and (10) establishing cooperative relationships with other libraries. (JB)

ED 027 045

LI 001 337

Baltimore Metropolitan Area Library Study, Short Range Work Program: Tasks, Schedule, and Methods.

CONRAD Research Corp., Pittsburgh, Pa.

Spons Agency—Librarian's Technical Steering Committee, Baltimore, Md.; Regional Planning Council, Baltimore, Md.

Pub Date 16 Jul 68

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Administration, Costs, Decision Making, Evaluation Methods, Geographic Location, Library Cooperation, Library Facilities,

*Library Networks, *Library Planning, *Library Services, Library Surveys, Metropolitan Areas, *Public Libraries, *Systems Analysis, Use Studies

Identifiers—Ann Arundel County, *Baltimore, Baltimore County

Described is a six-month work program, financed with Library Service and Construction Act funds, which applies systems analysis to public library organization, services, and facilities. The three public library systems of Baltimore City (Enoch Pratt Free Library), Baltimore County, and Anne Arundel County, Maryland are to be studied. Investigated will be the decision process relating to library services. The location of a single branch facility near common jurisdictional borders is to be examined to determine how changes in branch services or facilities would significantly alter overall library service. The problem is structured within the framework of a multi-facility (total region) evaluation process. Work tasks are described, the evaluation process flow is charted, and the short-range work program is related to the concurrent development of a multi-year schedule of studies for library planning. (Author/JB)

ED 027 046

LI 001 338

A Survey of Texas Public Libraries, 1965.

Management Services Associates, Inc., Austin, Tex.

Spons Agency—Texas State Library, Austin. Field Services Div.

Pub Date Aug 66

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Financial Support, Library Collections, Library Networks, *Library Planning, Library Services, *Library Standards, *Library Surveys, *Public Libraries, Regional Libraries, Statistical Analysis, *Statistical Data

Identifiers—*Texas

This survey is a statistical summary and analysis of data on Texas public libraries, collected by the Field Services Division of the Texas State Library. The following statistical presentations were prepared: (1) an individual statistical profile for each public library in the state, also including the classification of libraries by population served and the comparison of averages for these groups to published standards, (2) a summary of public library statistics by county, including analysis of city and county government support of libraries using assessed tax valuation and county income, and (3) a summary of library statistics by geographical region, with each of ten Major Resource Center libraries as the hub of these regions. In addition to these detailed statistical analyses, statewide public library characteristics are briefly summarized and recommendations are made for future surveys. Special comments on strengths and weaknesses of library collections which were submitted by field consultants and several key professional librarians are also discussed. Appendixes include explanations of data presented in the statistical analyses and a separate profile of each Major Resource Center area. (JB)

ED 027 047

LI 001 339

Public Library Systems in the United States, A Survey of Multijurisdictional Systems.

American Library Association, Chicago, Ill.; Nelson Associates, Inc., New York, N.Y.

Spons Agency—American Library Association, Chicago, Ill. Public Library; Council of Library Resources, Inc., Washington, D.C.

Pub Date 69

Note—368p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$10.00).

Document Not Available from EDRS.

Descriptors—Administration, Administrative Organization, Financial Support, Guidelines, Library Materials, *Library Networks, *Library Planning, Library Programs, Library Services, *Library Surveys, Personnel, *Public Libraries, State Libraries, *Systems Development

Objectives of this study were: (1) to collect information on multijurisdictional public library systems in the U. S. existing prior to January 1, 1964, emphasizing governmental-legal-administrative structure, financial support, materials and resources, personnel, and services; (2) to compare, for a sample of such systems, the financing and services prior to establishment of the system

with financing and services provided by the system, with the aim of assessing the success of the system concept; (3) to reveal, by means of intensive analysis of six selected systems, the most critical problems in system development and some of the possible solutions, and (4) to propose a framework of policy guidelines on future system development for consideration by the Public Library Association and the American Library Association. Study data were collected by questionnaires and a detailed survey of six selected systems which involved field visits, interviews, and a review of relevant publications. This report is divided into three parts: Part I, an overview, includes a history of U. S. public library systems, system characteristics, and data on 58 selected systems; Part II consists of six case studies; and Part III is the study summary, including a discussion of problems encountered in providing library services and the major findings and recommendations. (Author/JB)

ED 027 048 LI 001 342
Elementary School Instructional Resources Center, September 6, 1966 - June 16, 1967. Program Evaluation. Conducted by Department of Psychological Services and Educational Research in Conjunction with Department of Instructional Resources.
 Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
 Pub Date [67]
 Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80
 Descriptors—Achievement Gains, *Culturally Disadvantaged, *Disadvantaged Youth, *Elementary Schools, *Instructional Materials Centers, Library Technicians, *Program Evaluation, Use Studies
 Identifiers—*Milwaukee

The Elementary Library Project was undertaken in order to establish and expand fifteen school libraries in areas of high concentration of low income families. The objectives of the project were to increase pupil use of the library, to increase teacher use of library materials, and to improve student work-study skills. For children lacking a home environment conducive to proper study habits the project provides (a) a convenient and inviting place to study during and outside of regular school hours, (b) readily accessible print and non-print materials, and (c) a librarian aide trained at the subprofessional level to assist the pupils in selection and use of material. Evaluation of the project involved examination of changes in student achievement and attitudes, library circulation and attendance records, and teachers', librarian aides', and principals' reactions to the library project. (CC)

ED 027 049 LI 001 343
Rogers, Margaret
How Does the Secondary School Library Become an Instructional Materials Center? Personnel, Program, Materials, Housing.
 Oregon School Study Council, Eugene.
 Pub Date Jun 68
 Note—13p.
 Journal Cit—Oregon School Study Council Bulletin; v11 n12 Jun 1968

EDRS Price MF-\$0.25 HC-\$0.75
 Descriptors—Bibliographies, Budgeting, *Instructional Materials Centers, Librarians, *Library Facilities, *Library Materials, Library Planning, *Library Programs, Media Specialists, *School Libraries, Space Utilization

Objectives of this paper are: (1) to provide a practical point of view, based on experience of library and audiovisual practitioners, for expanding secondary school library programs into instructional materials center programs as demanded by instructional programs involving flexible scheduling, inquiry, and independent study; (2) to provide an annotated bibliography of pertinent comment and illustrations from school administration, architecture, library, and audiovisual journals, books, and media; and (3) to make available to school administrators and planners selected sources on these topics. The instructional materials center, as defined for this discussion, is a library with broader than traditional purpose, housing more diversified and extensive collections of materials. It is staffed by leaders with varied general experience and specializations in library, curriculum, and media, who work supportively with staff and students. Topics discussed include personnel, program, materials, the index-

ing system, budget, and housing spatial allocation. An annotated bibliography of 24 items is appended. (Author/JB)

ED 027 050 LI 001 351
Harris, Linda S.
Readership Study of the "Review of Educational Research".

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—American Educational Research Association, Washington, D.C.

Pub Date 3 Feb 69

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Communication (Thought Transfer), *Educational Researchers, Evaluation, Information Dissemination, Information Seeking, *Information Utilization, *Literature Reviews, *Periodicals, *Use Studies

Identifiers—"Review of Educational Research"

Approval and use of the 15 issues of the Review of Educational Research which appeared from June, 1965 to June, 1968 were determined for each issue separately and for all the issues as a set. The survey respondents, all members of the American Educational Research Association, were teachers, administrators, consultants, and researchers. Half had Ph.D.'s and most were authors of papers and articles as well as active readers of other journals. They advocated more frequent review of several topics. Respondents proposed changes to improve the writing style, editorial quality, and scope of the Review. Half indicated they would prefer an annual review of educational research to the current Review. Overall use of the journal was found to be moderate, partly because each educational researcher tends to read issues only in his areas of specialization. Two major uses of the Review were for current awareness and for learning about areas peripheral to one's speciality. In addition, the Review acted as a stimulus to information-seeking. The author recommended changes in format and content so that each issue would appeal to specialists on the topic reviewed and also to a more general audience attracted by current awareness features. (Author/CC)

ED 027 051 LI 001 354
Public Library Service to the Disadvantaged, Proceedings of an Institute (Atlanta, December 7-8, 1967).

Atlanta Univ., Ga. School of Library Services; Emory Univ., Atlanta, Ga. Div. of Librarian-ship.

Pub Date 69

Note—74p.

Available from—University Bookstore, Emory University, Atlanta, Georgia 30322 (\$3.75).

Document Not Available from EDRS.

Descriptors—Conference Reports, *Culturally Disadvantaged, Disadvantaged Environment, *Disadvantaged Groups, Disadvantaged Youth, Library Planning, *Library Programs, *Library Services, Neighborhood Centers, *Public Libraries, Reading Habits, Reading Skills

The purpose of this institute, attended by librarians, trustees, library school faculty and students, and representatives from Headstart and other programs, was to describe the environment of the disadvantaged, to define the role of the public library in serving the various elements within this group, and to identify feasible services to fulfill this role. Papers presented at the institute covered these topics: (1) aspects of the disadvantaged child's environment and self-concept and suggestions for ways that a librarian can gain acceptance in a low-income neighborhood, from a social worker's viewpoint; (2) the inhibiting effects of a deprived environment on the development of reading skills and positive reading attitudes; (3) the library as a community cultural center, with concentration on communication instead of book-provision; (4) the public library's responsibility to the disadvantaged and a description of specific programs; (5) obstacles encountered by the Operation Head Start project at the Queensborough Public Library; and (6) the importance of involving young people themselves in program planning. (JB)

ED 027 052 LI 001 355
Library Technology and Architecture: Report of a Conference Held at the Harvard Graduate School of Education, February 9, 1967.
 Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 68

Note—51p.

Available from—Office of the Librarian, Harvard Graduate School of Education, Longfellow Hall, Cambridge, Mass. 02138 (\$1.00).

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Automation, *Building Design, Library Equipment, *Library Facilities, *Library Planning, *Technological Advancement, *University Libraries

The purpose of the conference was to investigate the implications of new technologies for library architecture and to use the findings in planning new Library Research Facility for the Harvard Graduate School of Education. The first half of this document consists of reports prepared by six consultants on such topics as microforms, computers, facsimile transmission, teaching machines, audiovisual media, automation, library equipment, man-machine systems and copying methods. The second half of the document is the transcript of the discussions at the conference. (CC)

ED 027 053 LI 001 356
Public Library Facilities Master Plan for Metropolitan Dade County.

Nelson Associates, Inc., New York, N.Y.

Spons Agency—Metropolitan Dade County

Planning Dept., Miami, Fla.

Pub Date Dec 68

Note—261p.

Available from—Nelson Associates, Inc., 845 Third Ave., New York, N.Y. 10022 (\$8.50).

EDRS Price MF-\$1.00 HC-\$13.15

Descriptors—*County Libraries, Financial Support, Librarians, Library Collections, Library Facilities, *Library Planning, *Library Services, *Library Surveys, *Public Libraries, Use Studies

Identifiers—*Dade County, Florida

This study reviews the current status of public library service in Metropolitan Dade County, Florida, with particular reference to: (1) the governing structure of the existing public library agencies; (2) the sources and levels of their financial support; (3) the available library facilities, resources and personnel; (4) the services that are provided; (5) the uses made of these libraries by their patrons; and (6) the patrons' attitudes toward these agencies. The study recommends a library facilities master plan that calls for the establishment of a county library system to be operated by Dade County with headquarters at the existing Miami Public Library. The master plan suggests a new headquarters facility in Miami, the building of four regional libraries in various parts of the county, the establishment of new branch facilities, the expansion of certain existing facilities and the closing of others. The study suggests that some of the libraries' existing services ought to be intensified and that various new services need to be provided. A timetable for the implementation of the governing structure for the county library system, the methods of providing financial support for its operation, and the procedures for financing the recommended construction program are included. (Author/CC)

ED 027 054 LI 001 357
User Survey of the New York Public Library Research Libraries.

Nelson Associates, Inc., New York, N.Y.

Pub Date Jan 69

Note—477p.

Available from—Nelson Associates, 845 Third Avenue, New York, N.Y. 10022 (\$13.50).

EDRS Price MF-\$1.75 HC-\$23.95

Descriptors—*Library Collections, Library Facilities, Library Planning, Library Reference Services, *Library Services, *Library Surveys, Public Libraries, *Research Libraries, *Use Studies

Identifiers—*New York Public Library

The report examines patron characteristics and use patterns of the New York Public Library Research Libraries. A general user survey was conducted as well as surveys of the use of the Photographic Service, Special Collections, Special Study Areas, and Reference Correspondence Service. Chapter I is a summary of principal findings and conclusions. Chapter II covers the status, academic affiliation, occupational fields, educational level, and place of residence and employment of the patrons. Chapter III discusses the use of the Research Libraries including divisions

used, frequency and intensity of use, purpose of visits to the Research Libraries, materials sought and used, libraries used previously, and usefulness of resources. Chapter IV covers the effects of patron characteristics on the use of the Research Libraries. Projections for future use are given in Chapter V. The appendices include extensive descriptions of the five surveys, copies of the user questionnaires, and a study of seasonal variations in use. (CC)

ED 027 055

LI 001 362

Becker, Joseph Hayes, Robert M.

A Proposed Library Network for Washington State, Working Paper for the Washington State Library.

Pub Date Sep 67

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Automation, Centralization, Clearinghouses, Contracts, Libraries, *Library Cooperation, Library Materials, *Library Networks, *Library Planning, *Library Programs, *Library Services, Library Technical Processes, Magnetic Tapes, Program Development, Scheduling, Specifications, Union Catalogs

Identifiers—*Washington

This report presents a proposed program plan for developing an integrated library network in the State of Washington. The need for such a plan arises from the requirements of Title III of the Library Services and Construction Act and from the increasing demands placed upon libraries and the resulting need to use available resources better. The intent of the program is (1) to promote the increased sharing of resources by libraries, particularly of different kinds and with different area jurisdictions; (2) to use modern technology in an appropriate, economic manner to facilitate the sharing of resources; and (3) to expand the availability of library materials to every resident of the State. Although elements of the program are already in existence, in experimentation, or in discussion, the plan proposed a logical integration of these elements into a single planned progression of steps. Included in this report are a description of the proposed network, the program plan and schedule for implementation, and the specifications of the processing center and switching center. Aspects of the network which are described include geographical area groups, the State Library Card Production Service, specialty groups, a switching center to provide access to major library resources and geographical specialty groups, and technical services. A list of available sources of catalogs and indexes on magnetic tape is appended. (Author/JB)

ED 027 056

LI 001 374

A DDC Bibliography on On-Line Computer Systems, Volume I.

Defense Documentation Center for Scientific and Technical Information, Alexandria, Va.

Report No—DDC-TAS-68-36

Pub Date Sep 68

Note—208p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 675 050, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Computers, Computer Storage Devices, Display Systems, Information Processing, *Information Retrieval, *Input Output, Man Machine Systems, *Programming

Identifiers—*On-Line Systems

This bibliography lists 162 unclassified - unlimited reports acquired by DDC, with their abstracts, grouped into five general subject areas: programming (computers), information retrieval, time sharing, graphics, and general applications. The topical arrangement is complemented by four indexes: corporate author/monitoring agency, personal author, contract, and AD-number. (Author/RP)

ED 027 057

PS 001 361

Melton, Richard S. And Others

Cognitive Growth in Preschool Children.

Educational Testing Service, Princeton, N.J.; New York City Board of Education, Brooklyn, N.Y. Spons Agency—Carnegie Corp. of New York, N.Y.

Report No—ETS-RM-68-13

Pub Date Jun 68

Note—115p.; A symposium presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, February 10, 1968.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Basic Skills, Child Language, Classification, *Cognitive Development, Cognitive Processes, Concept Formation, Conservation (Concept), Distance, Language Patterns, Lower Class, Middle Class, Motion, Number Concepts, *Preschool Children, Time

Identifiers—Piaget

The papers in this document represent preliminary results of a study which is part of a 3-year project being conducted by the Educational Testing Service in cooperation with the New York City Board of Education, with support from the Carnegie Corporation of New York. This document is divided into seven sections: (1) Introduction, (2) Classification Skills, (3) Time Sequence Task, (4) Preschool Children's Understanding of the Coordinated Concepts of Distance, Movement, Number, and Time, (5) A Study of Number Conservation in Young Children, Under Two Materials Conditions, (6) Children's Understanding of Basic Language Structure, and (7) Discussion: Cognitive Growth in Preschool Children. A bibliography is included at the end of each section. (WD)

ED 027 058

PS 001 371

Vandenberg, Steven G. Johnson, Ronald C.

Further Evidence on the Relation Between Age of Separation and Similarity in IQ Among Pairs of Separated Identical Twins.

Colorado Univ., Boulder.; Louisville Univ., Ky. School of Medicine.

Spons Agency—National Inst. of Health, Bethesda, Md.

Pub Date Apr 66

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Comparative Analysis, Early Experience, *Environmental Influences, Family Influence, Genetics, *Heredity, Infancy, Intellectual Development, *Intelligence Differences, Intelligence Quotient, *Twins

Identifiers—Mill Hall Vocabulary Scale, Raven's

Dominoes Intelligence Scale

Ronald C. Johnson argued that if early environmental stimulation or deprivation has a significant effect on intellectual ability, then individuals who are genetically identical and who are exposed to a common early environment should resemble one another more closely in IQ than similar individuals who have not shared a common environment. Johnson compared the IQ's of 23 pairs of twins separated at different times. He found that twins who were separated after they were 1 year old resembled one another significantly less closely than early separated twins. A Danish study of 12 pairs of Juel-Nielsen (1962) supported this result. A study by Shields in 1962 found no significant difference in the scores of 48 pairs of twins on (1) Raven's Dominoes Intelligence Test and (2) the synonyms part of the Mill Hill Vocabulary Scale, regardless of the age of the pair of separation. (WD)

ED 027 059

PS 001 376

Griffin, Louise

How to Use ERIC. Revised Edition.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Note—24p.

Available from—ERIC Clearinghouse on Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (\$0.25).

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Educational Resources, *Information Centers, Information Networks, Information Seeking, *Information Services, *Resource Guides

This booklet defines the ERIC system and gives directions on the use of "Research in Education." It also tells about the ERIC Document Reproduction Service (EDRS), its use, and its products. In addition, it tells what types of materials ERIC Clearinghouses process. A list of the 19 Clearinghouses, with a description of their specific interests and services is included. A list of ERIC and U. S. Office of Education productions is appended along with directions and forms for ordering them. (JS)

ED 027 060

PS 001 391

Stafford, Richard E.

An Investigation of Similarities in Parent-Child Test Scores for Evidence of Hereditary Components.

Princeton Univ., N.J. Dept. of Psychology.

Spons Agency—Edward R. Johnstone Training and Research Center, Bordentown, N.J.; National Science Foundation, Washington, D.C.

Report No—RBUL-63-11

Pub Date Apr 63

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—Adolescents, Arithmetic, Association (Psychological), Auditory Discrimination, Concept Formation, *Correlation, Fathers, *Heredity, Mothers, *Parent Child Relationship, Parents, Personality Development, *Psychological Characteristics, Psychological Patterns, Psychological Studies, Psychological Tests, Spelling, Symbolic Learning, Vocabulary

Identifiers—Dichotomous Analysis

This study on psychological traits examines three hypotheses: (1) there is a similarity between parents and their children unexplained by a similarity between the parents, (2) this similarity may be explained by hereditary components, and (3) these hereditary components are of the discrete or segregated type of inheritance. There were 104 families selected. Included in the study were the fathers, the mothers, and 58 teenage sons, and 72 teenage daughters. They were given eight psychological tests. In the 58 tests of the first hypothesis, word association was the only variable which did not show significant similarity between parent and child. In regard to the last part of the hypothesis, English vocabulary and height were the only factors which showed a significant correlation between father and mother. The second hypothesis was accepted because spatial visualization and reasoning ability showed a unique family correlation pattern. In the third hypothesis, only perceptual speed and musical aptitude clearly fulfilled the requirement that the best fits to the autosomal genetic model were approximately same percentages for the father-son distribution of scores as they were for the mother-daughter scores. Inductive reasoning showed a possibility of having an underlying dichotomy, but none of the remaining variables showed any evidence of underlying dichotomy for both father-son and mother-daughter distributions (DO)

ED 027 061

PS 001 393

Jarolimek, John, Ed.

Social Studies Education: The Elementary School.

National Council for the Social Studies, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date 67

Note—71p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Anthologies, Concept Teaching, Democratic Values, *Elementary Education, Fundamental Concepts, Geographic Concepts, Individual Instruction, Individualized Programs, Locational Skills (Social Studies), Moral Values, Personal Values, *Social Studies, Social Values, Study Skills, Teaching Skills

A collection of reprinted articles, this document examines concepts, values, skills, and individualizing instruction in elementary social studies education. The subjects of the articles and their authors are as follows: (1) conceptual approaches, John Jarolimek, (2) introducing social studies concepts, Melvin Arnoff, (3) problems in developing social studies concepts, Agnes M. S. Inn, (4) using learning resources in concept development, Lloyd Kendall, (5) concept-based curricula, Francis Peter Hunkins, (6) values, William R. Fielder, (7) values and the primary school teacher, Bernice J. Wolfson, (8) value teaching in the middle and upper grades, Melvin Ezer, (9) using learning resources in teaching values, Gerald M. Torkelson, (10) values component, Nancy W. Bauer, (11) the role of skills, Helen McCracken Carpenter, (12) skills teaching, O. L. Davis, Jr. (14) using learning resources, Clarence O. Bergeon, (15) skills in the elementary school social studies curriculum, Clifford D. Foster, (16) the individual and the so-

cial studies, Vincent R. Rogers, (17) individualizing instruction, Lorraine D. Peterson, (18) providing for individual differences, W. Linwood Chase, (19) learning resources for individualizing instruction, Huber M. Walsh, (20) curriculum provisions for individual differences, Robert Groeschell. (JS)

ED 027 062 PS 001 500

Cervenka, Edward John

Administration Manual for the Inventory of Socialization of Bilingual Children Ages Three to Ten. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115

Pub Date Aug 68

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—Bilingualism, *Bilingual Students, Culturally Disadvantaged, Elementary School Students, Interpersonal Relationship, *Manuals, *Measurement Instruments, Preschool Children, *Psychometrics, Rating Scales, Social Development, *Socialization, Sociocultural Patterns, Sociometric Techniques, Spanish Americans

This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction programs and other compensatory programs in Texas. The socialization inventory has been based on a sociological view of personality as a developing and changing entity. Four submeasures of socialization are included in this manual: (1) a measure of self-concept individually administered for preschoolers or group-administered for school-age children, (2) a behavior rating scale of a child's interpersonal behavior in an interview with the test administrator, (3) a behavior rating scale of a child's general social behavior in the classroom, and (4) a questionnaire given to parents of children in the bilingual programs. Directions for administering and rating each measure are given. Samples of the socialization measures and their rating sheets form the bulk of this report. (MS)

ED 027 063 PS 001 501

Cervenka, Edward John

Administration Manual for Tests of Basic Language Competence in English and Spanish. Level I (Preschool); Children Ages Three to Six, English and Spanish Versions, Forms A and B. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115

Pub Date Aug 68

Note—146p.

EDRS Price MF-\$0.75 HC-\$7.40

Descriptors—Basic Skills, *Bilingual Students, English (Second Language), *Language Proficiency, Language Skills, *Manuals, Measurement Instruments, Personnel Selection, *Preschool Children, Spanish Americans, Spanish Speaking, *Testing

This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction programs and other compensatory programs in Texas. The tests are to be individually administered and are designed to measure children's basic language competence via the perceptual and motor sides of linguistic and communicative phenomena. In this manual, guidelines for the selection and training of test administrators suggest desirable professional and personality qualifications. The importance of a trial testing period is stressed. General directions are given for establishing rapport with the child to be tested and for giving appropriate responses to the child during testing. Forms A and B of the tests in both language versions are included. Samples in the appendix include pictures for the oral vocabulary tests, the scoring sheet for subtests, and the rating sheet of the child's interpersonal behavior in an interview with the test administrator. (MS)

ED 027 064 PS 001 502

Cervenka, Edward John

Administration Manual for Tests of Basic Language Competence in English and Spanish.

Level II (Primary Grades): Children Ages Six to Ten, English and Spanish Versions, Forms A and B. Part of the Final Report.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4115

Pub Date Aug 68

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Basic Skills, *Bilingual Students, English (Second Language), *Language Proficiency, Language Skills, *Manuals, Measurement Instruments, *Primary Grades, Spanish Americans, Spanish Speaking, *Testing

This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction and other compensatory education programs in Texas. These tests are designed to measure children's basic competence in a language via their perception of linguistic phenomena. The Level II battery is group-administered for children aged six to ten or in primary grades one to four. Included in this manual are general instructions for the test administrator. They were designed to help diminish the influence of extraneous factors in the testing situation and to obtain comparable results from one situation to another. The tests and sample answer sheets form the bulk of this report. (MS)

ED 027 065 PS 001 504

Mayer, Anna B.

Day Care as a Social Instrument: A Policy Paper. Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jan 65

Note—182p.

EDRS Price MF-\$0.75 HC-\$9.20

Descriptors—*City Problems, Compensatory Education Programs, *Day Care Programs, Day Care Services, *Economically Disadvantaged, Federal Aid, Federal Legislation, *Poverty Programs, Preschool Education, *Program Proposals, Religious Agencies, State Aid, State Legislation, Welfare Agencies

Identifiers—New York City
This report is an analysis of the problems facing urban areas in relation to their preschool programs for the disadvantaged. The main focus is New York City day care centers. Subjects include day care and preschool education, history of the origin and expansion of day care centers, New York City's day care, and educational issues encompassing legislative proposals, sectarianism, and religious issues. Chapter VI relates to national problems and discusses various states' solutions. The following subjects are also discussed: the interpretations of day care's responsibility, the validity of its solutions, new agencies with related functions, new federal legislation, and new theories of education and child development. The report ends with a proposal for the beginners' day school. (DO)

ED 027 066 PS 001 525

Schwartz, Julia B. Douglas, Nancy J.

The Effects of Teacher In-Service Education on the Development of Art Ideas with Six-Year Old Culturally Deprived Children. Final Report.

Florida State Univ., Tallahassee. Inst. of Human Development.

Spons Agency—Southeastern Education Laboratory, Atlanta, Ga.

Pub Date Dec 67

Note—73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—*Art Activities, Art Education, Art Expression, Art Materials, Caucasians, Comparative Analysis, *Culturally Disadvantaged, Curriculum Development, *Elementary School Students, *Experimental Programs, Grade 1, *Inservice Teacher Education, Negroes, Self Expression, Verbal Development

The purpose of this study was to determine (1) what effects a teacher who was helped to understand basic art ideas would have on the development of these ideas in culturally deprived 6-year-olds, as expressed in their verbal language and in their art products in clay, and (2) whether or not there would be a difference in the development of these ideas in Negro and white children and their teachers. Subjects were 110 children and four teachers. There were four

groups: white control, white experimental, Negro control, and Negro experimental. Experimental teachers were instructed in four basic art criteria for visual materials: (1) what it was, (2) who did it, (3) how he did it, and (4) whether he could do it with another material. Seven sharing sessions were taped and rated. The experimental groups exceeded the control groups in verbalization on all criteria and for all sessions. The white groups exceeded the Negro groups on all sessions and on all criteria. In the clay products class, significant differences at the .01 level in favor of the last session over the first were found for the experimental groups and for the white groups; no significant difference at the .05 level was found for the control groups or the Negro groups. (DO)

ED 027 067 PS 001 526

Lee, Dorris M. Allen, R. V.

Learning to Read Through Experience. Second Edition.

Pub Date 63

Note—154p.

Available from—Meredith Publishing Company, 440 Park Avenue South, New York, New York 10016 (paper \$1.95).

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Communication Skills, Diagnostic Teaching, Group Intelligence Tests, *Language Experience Approach, *Learning Activities, Reading, *Reading Development, *Reading Programs, Reading Readiness Tests, Student Teacher Relationship

This book discusses a plan for "learning to read through experience." It is a plan for developing reading ability as an integral part of the development of all the communication skills. It is intended to build on and to continue to provide individual experiences for each child while increasing the common group experiences. Although the plan focuses on learning to read through experience, the book deals with the language arts, reading, listening, speaking, and writing as factors which contribute to reading development. Five chapters comprise the text of the book: (1) Reading as Communication, (2) Gauging a Child's Development, (3) Language Experiences in Reading Development, (4) A Good Learning Environment, and (5) Group and Individual Activities. Appendixes are as follows: (A) Basic Word List, (B) Relationship of Communication Skills, (C) Observation Chart, and (D) Tests. (WD)

ED 027 068 PS 001 528

Thomas, Walter L.

The Thomas Self-Concept Values Test.

Pub Date Jun 67

Note—44p.

Available from—Educational Service Company, P. O. Box 1882, Grand Rapids, Michigan 49501.

Document Not Available from EDRS.

Descriptors—*Children, Item Analysis, *Measurement Instruments, Preschool Children, Preschool Evaluation, Preschool Tests, Primary Grades, *Psychological Evaluation, Self Actualization, *Self Concept, Test Construction, Testing, Test Reliability, Test Validity, *Values

A test was developed to assess personal self-concept values of preprimary and primary aged children. If large scale preschool programs are to be justified, effects in the areas of intellectual growth, achievement performance, and personal-social growth must be observable in children several years after preschool experience and must be measurable by standardized methods. Since the self-concept is related to future aspirations and academic achievement, value training appears to be an important outcome of preschool education. The fourteen value factors included in this instrument are happiness, cleanliness, sociability, sharing, ability, male acceptance, fear of things, fear of people, strength, size, health, attractiveness, material (desire for things), and independence. Each child tested is asked to respond to a set of items which indicate how he feels his mother (or teacher or peers) views him. A fourth set of items asks how he perceives himself. A Polaroid print of the child helps him to gain objectivity as he thinks of himself in relation to another's perception of him. Administration and scoring instructions, norming data, and conversion tables, as well as a comprehensive bibliography, are included in this report. (MS)

ED 027 069 PS 001 540

Walls, Richard T.
Cognitive Factors in Semantic Conditioning. A Thesis in Educational Psychology.
Pennsylvania State Univ., University Park. Dept. of Educational Psychology.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date Dec 68

Note—143p.

EDRS Price MF-\$0.75 HC-\$7.25

Descriptors—*Behavioral Science Research, *Children, Cognitive Development, *Cognitive Processes, *Conditioned Response, Discrimination Learning, Grade 1, Operant Conditioning, Orthographic Symbols, Perception, Pictorial Stimuli, Reinforcement, Semantics, Stimulus Behavior, *Verbal Operant Conditioning

One control group and eight experimental groups, each composed of 12 first grade children, participated in this experiment. It was designed to investigate the effects of frequency of reinforcement and repeated evaluation of stimuli on the conditioning of preferences. Each child participated in the experiment for seven consecutive school days. The experimental children were divided into two stimulus condition groups; one received the same stimuli each session, and one received different stimuli from one session to the next. Each of these two groups was also divided into four rating groups. During a rating session, the child was asked to choose from 14 adjectives the one that he thought best described a particular Greek letter. A conditioning session consisted of a task involving reinforcement of particular Greek letters. The overall procedure allowed for the determination of any subject's change in preference for certain Greek letters as a function of either (1) number of evaluation sessions or (2) frequency of reinforcement. It was found that both factors affected preference. (WD)

ED 027 070 PS 001 542

Strang, Ruth
Reading. Dimensions in Early Learning Series.

Pub Date 68

Note—83p.

Available from—Dimensions Publishing Company, San Rafael, California 94903 (\$2.50).

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Beginning Reading, *Early Childhood Education, Instructional Materials, Linguistics, Phonics, *Preschool Learning, *Reading, Reading Achievement, Reading Development, Reading Instruction, Reading Materials, Reading Readiness, Reading Research, *Teaching Methods

A volume of "The Dimensions in Early Learning Series," this monograph explores beginning reading. The introduction defines reading, and chapters I and II review reading development and discuss theory and hierarchy of reading development. How to evaluate reading achievement, ways to teach reading, and what parents can do to help are subjects considered. An annotated bibliography and a list of instructional materials are included. (DO)

ED 027 071 24 PS 001 546

Hooper, Frank H. Marshall, William H.
The Initial Phase of a Preschool Curriculum Development Project. Final Report.
West Virginia Univ., Morgantown. Div. of Family Resources.

Spons Agency—Appalachia Educational Lab., Charleston, W. Va.

Bureau No—BR-6-2909

Pub Date Aug 68

Contract—OEC-3-7-062902-3070

Note—327p.

EDRS Price MF-\$1.25 HC-\$16.45

Descriptors—Behavioral Objectives, Bibliographies, Child Rearing, *Cognitive Ability, Conservation (Concept), Cultural Differences, Cultural Factors, *Curriculum Development, Intervention, Literature Reviews, Logical Thinking, *Pilot Projects, Preschool Children, *Preschool Curriculum, Public School Systems, *Research Projects

Identifiers—Appalachia

While the purpose of this project was curriculum development, long range benefits are contingent upon a radical reorganization and upgrading of public school systems throughout Appalachia. Subjects in the pilot assessment consisted of 80 children (3 1/2 to 6 1/2 years old) and their

mothers from each of Monongalia and Upshur Counties, West Virginia. Mothers were given a demographic child-rearing practices interview-questionnaire. Children were divided into two groups and were given different batteries of tests. Their performance revealed cultural diversity rather than uniform cognitive-intellectual deficits. Clearest deficits centered on verbal tasks or problem settings which demanded symbolic representation, which appeared to increase in severity in disadvantaged children. Spatial reasoning, memory functions, and conservation or logical operations skills did not appear impaired. A section on behavioral objectives for a preschool curriculum is outlined in the document, and a section is devoted to a survey of representative preschool intervention research. An extensive bibliography is appended. (DO)

ED 027 072 PS 001 548

Preprimary Program. 1968 Report.

Pittsburgh Public Schools, Pa.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 68

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Academic Achievement, Behavior Rating Scales, Culturally Disadvantaged, Curriculum Development, Emotional Adjustment, Individualized Instruction, Preschool Children, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Reading Readiness, *Social Development, Student Teacher Relationship, Teacher Behavior

Identifiers—Preprimary Programs

An evaluation of the Pittsburgh Public Schools preprimary program for 2,000 disadvantaged children concluded that the program contributed to the socioemotional maturation of the children involved but did not affect their reading readiness or first grade reading test scores. This finding may be explained in part by a lack of specific academic achievement objectives in the program design. The evaluation processes also showed a need for a more detailed definition of desired teacher behavior. Each teacher was observed for 1 hour on two separate occasions in accordance with an observation schedule, to find out the number and kind of adult-child interactions in her classroom. Each child was rated by his teacher on the Children's Rating Scale developed in the Pittsburgh project. Analysis of the data led to the recommendation that more specific guidelines be established for classroom personnel concerning their duties, ways of reinforcing learning behavior, use of individualized instruction, and academic skill development. Over half of this report is made up of appendices, which include a detailed description of the primary program and facsimiles of the rating scale and observation schedule. (MS)

ED 027 073 PS 001 549

Baumrind, Diana
Naturalistic Observation in the Study of Parent-Child Interaction.

California Univ., Berkeley. Dept. of Psychology.

Pub Date 68

Note—20p.; Paper presented at symposium at the 76th American Psychological Association convention, San Francisco, California, August 30 to September 3, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Behavior Rating Scales, Child Rearing, Family Environment, Item Analysis, Laboratory Experiments, *Observation, Parent Attitudes, *Parent Child Relationship, Parent Influence, *Preschool Children, Research Methodology, *Research Problems, *Social Development, Socialization, Test Reliability, Theories

Identifiers—Parent Attitude Inquiry, Parent Rating Scales, Preschool Behavior Q Sort, Stanford Binet

This project investigated patterns of parental authority among Berkeley preschool children and the processes by which these parents contributed to the development of children's social responsibility and individuality. Subjects were 140 families from city-sponsored, private cooperative, and university-operated nursery schools. Eight constructs were devised: (1) high vs. low stress tolerance, (2) self-confident vs. fearful, (3) achievement-oriented vs. nonachievement-oriented, (4) approach-oriented vs. withdrawn, (5) autonomous vs. suggestible, (6) rebellious vs.

dependable, (7) destructive vs. constructive, and (8) alienated vs. trusting. Observation data on parent behavior were rated on scales approximating child scales and self-report parental attitudes were collected. Research is incomplete, but laboratory experimental and naturalistic observations were assessed and the latter was favored. It was concluded that observational studies which focus on the human psyche and human behavior seldom can achieve situational control, reliability of measurement, or precise formulation of process variables. They can, however, proceed self-critically, using statistical tests of significance on well-formulated hypotheses which are well defined conceptually and operationally. (DO)

ED 027 074 PS 001 551

Grossman, Bruce D.

Anxiety as a Factor in the Child's Responsiveness to Social Reinforcement.

Hofstra Univ., Hempstead, N.Y.

Pub Date [64]

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Anxiety, Grade 1, Performance Factors, Reinforcement, Response Mode, Sex Differences, *Social Influences, Social Isolation, *Task Performance

Identifiers—General Anxiety Scale for Children

It has been observed that following a brief period of isolation, children tend to show a greater increase in responsiveness on a simple motor task than nonisolated children do when verbal reinforcement is given periodically during a task. One explanation is that the social deprivation of the brief isolation heightens the motivation to receive social reinforcement. Another explanation is that the phenomenon is attributable to the generalized motivational properties of the anxiety which the condition of isolation arouses. Forty first-grade children were given a simple motor (marble drop) task after their anxiety level had been measured. After the child became familiar with the task, periodic verbal reinforcement was given as the child performed the task. An analysis of the data showed that response-rate increase over the task period (4 minutes) did not distinguish between high and low anxiety children. It was concluded from the overall findings that anxiety in young children is more likely to obstruct than facilitate performance on a simple motor task involving periodic social reinforcement. (WD)

ED 027 075 PS 001 552

A Guide for Perceptual-Motor Training Activities.

South Euclid-Lyndhurst City Schools, Cleveland, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Auditory Perception, *Curriculum Guides, Eye Hand Coordination, Eye Movements, *Kindergarten, Kinesthetic Perception, *Lesson Plans, Perceptual Motor Coordination, *Perceptual Motor Learning, Psychomotor Skills, *Sensory Training, Space Orientation

This document has been prepared as part of a kindergarten perceptual-training program of the South Euclid-Lyndhurst City School District near Cleveland, Ohio. The guide contains information on training and procedures related to perceptual-motor learning. This information is structured primarily into 150 lesson plans, devised as 30-minute sessions for groups of eight children. A three-page list of equipment for gross motor skills is provided, including a description of the equipment item, its source, and its price. Pictorial representations of the form perception patterns used in the lessons are also presented. A list of addresses of sources of equipment and manuals is included. (WD)

ED 027 076 PS 001 555

Nimnicht, Glen And Others

Research on the New Nursery School. Part I, A Summary of the Evaluation of the Experimental Program for Deprived Children at the New Nursery School Using Some Experimental Measures. Interim Report.

Colorado State College, Greeley.

Pub Date Dec 67

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Autoinstructional Programs, Concept Formation, Disadvantaged Environment, *Enrichment Programs, Language Skills, Nursery Schools, *Preschool Children, *Preschool Evaluation, Preschool Programs, Preschool Tests, Problem Solving, Program Effectiveness, Self Concept, *Spanish Americans
Identifiers—Autotelic Responsive Environment, Children's Categories Test, Cincinnati Autonomy Test Battery, Metropolitan Reading Readiness Test, PPVT, Preschool Inventory

The New Nursery School (NNS) program was set up to help 3- and 4-year-old, Spanish-surnamed, environmentally deprived children. The objectives set were (1) to improve self-image, (2) to increase perceptual acuity, (3) to improve language ability, and (4) to improve problem-solving and concept-formation skills. The school is organized as an autotelic responsive environment which the children attend for 3 hours a day. The program has been operating for 3 years, with the number of children participating each year being 30, 30, and 50. Evaluations have been based on pretests and posttests of NNS children, on comparisons with middle class children who also use the school, and on comparison in kindergarten and first grade with children from similar backgrounds. Tests have been selected or developed to measure program effects. Due to the small sample sizes, the results are quite tentative. But the following conclusions are supported for graduates of the program: (1) the school seems to improve their self-image and (2) their language and perceptual development is ahead of what would be expected had they not had the program. One negative datum is that first grade teachers do not see any difference between NNS and other deprived children which suggest that the program effects may wash out by the middle of the first grade. (DR)

ED 027 077 PS 001 556

Nimmich, Glen And Others

Research on the New Nursery School. Part II: A Report on the Use of Typewriters and Related Equipment with Three- and Four-Year-Old Children at the New Nursery School. Interim Report.

Colorado State College, Greeley.

Pub Date Dec 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Culturally Disadvantaged, Educational Equipment, *Experimental Programs, Language Skills, Mexican Americans, *Nursery Schools, Preschool Children, Preschool Programs, *Program Evaluation, *Self Reward, Student Motivation, Typewriting
Identifiers—Autotelic Responsive Environment, Metropolitan Reading Readiness Test, Stanford Binet

In an attempt to improve the readiness of 3- and 4-year-old disadvantaged Mexican-American children, the New Nursery School was developed in Greeley, Colorado. The activities are autotelic; that is, the child does something for its own sake rather than for the sake of obtaining rewards or avoiding punishments that have no inherent connection with the activity itself. One of the activities available is the typing booth. If the child wishes, he can play with an electric typewriter. This activity is structured to subtly lead the participant through several levels of achievement with respect to language development: (1) free exploration, (2) matching upper case letters on a card and on the typewriter, (3) matching upper and lower case letters, (4) typing words, and (5) dictating stories. The children's performance on the typewriter and on subsequent achievement tests indicates that (1) there is a relationship between the number of times the child goes into the booth, the amount of time spent therein, and achievement on the booth activities, (2) the booth experience is of little value to the 3-year-olds, (3) children with low IQ scores are least likely to be high achievers in the booth, and (4) the children with high booth achievement were the most benefited in language development. (WD)

ED 027 078 PS 001 558

DeFranco, Ellen

Curriculum Guide for Children's Activities, Parent Preschool Program.
 Los Angeles City Schools, Calif.

Pub Date 68

Note—58p.; This is an updated version of "The Children's Curriculum" written in 1967.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*Activities, Art Activities, Communication Skills, *Curriculum Guides, Language Arts, Learning Activities, Music Activities, Parent Education, *Parent Participation, *Preschool Curriculum, Science Activities, Teaching Techniques

This curriculum guide for teachers was developed for preschool education in the Child Observation and Parent-Preschool Child Classes conducted through the Parent Education Program, Division of Adult Education of Los Angeles City Schools. The classes for which this curriculum guide is intended are attended by parents and their children, ages two to five. The contents of the guide are divided into several sections, including (1) social and emotional objectives, (2) educational objectives, (3) program organization, (4) presentation of materials, and (5) the role of mothers. (WD)

ED 027 079 PS 001 559

Erickson, Edsel L. And Others

A Study of the Effects of Teacher Attitude and Curriculum Structure on Preschool Disadvantaged Children. Annual Progress Report I.

Western Michigan Univ., Kalamazoo.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4150

Pub Date Aug 68

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Classroom Techniques, Cognitive Development, *Culturally Disadvantaged, *Curriculum, *Experimental Programs, Intelligence Quotient, Language Development, Medical Evaluation, Perceptual Development, Preschool Children, *Preschool Programs, *Teacher Attitudes, Teacher Behavior
Identifiers—Bereiter-Engelmann, Development Profile, *Head Start, ITPA, Preschool Inventory, Stanford Binet

This document is the first year's report of a continuing study of the effects of two Head Start preschool experimental programs. Subjects were children from poverty areas in Grand Rapids, Michigan. Seven teachers who were most opposed to a Bereiter-Engelmann type highly academic structured program were assigned to Group I; and seven teachers least opposed, to Group II for teacher training. Three teachers from Group II and four teachers from Group I were assigned to classes in Experiment A (Bereiter-Engelmann), and four teachers from Group II and three from Group I taught in Experiment B. Observation revealed that while there was more variation among B classes than among A classes, no classes in B were similar to classes in A, either in terms of content emphasis or predominant method of instruction. At the end of the program tests were administered to the children, and teachers and parents were inventoried. Experiment A appeared to overcome initially negative teacher attitudes. Students in Experiment A (with a mean IQ of 108.1) and Experiment B (with a mean IQ of 105.7) had a higher measured intelligence than the control group (with a mean IQ of 94.8). Results were reported as a statement of progress. Research analyses and kindergarten-first grade followthrough studies will be made. (DO)

ED 027 080 PS 001 560

Ireland, Vera M. And Others

Evaluation of the Preschool Program, 1967-68, Funded under ESEA Title I, P.L. 89-10.

Atlanta Public Schools, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date Oct 68

Note—38p.

Journal Cit.—Research and Development Report (Atlanta Public Schools); v2 n6 Oct 1968

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Behavior Change, Cognitive Development, Kindergarten Children, Perceptual Development, Preschool Children, *Preschool Programs, *Program Evaluation, *Public School Systems, Teacher Aides, Verbal Development

Identifiers—Atlanta, Georgia, Public Schools, Behavioral Ranking Scale, Color Name Inventory, ITPA, Metropolitan Reading Readiness Test, PPVT, Shape Name Inventory

A battery of cognitive, personal, and demographic tests were given to 216 children from

Title I (of the Elementary and Secondary Education Act) schools, with and without previous school experience, and to 31 children from non-Title I schools. The effects of prekindergarten experience upon subsequent school experience were evaluated. The Title-I sample included 122 pre-kindergartners, 32 kindergartners with previous school experience, and 42 kindergartners with no previous school experience. Prekindergartners improved on three subscales of the Illinois Test of Psycholinguistic Abilities (ITPA) and on color and shape naming. The group having prekindergarten experience surpassed the others only on the vocal encoding scale of ITPA. Title I children surpassed non-Title I children only on the verbal shape name inventory. Non-Title I children excelled in the auditory vocal association and the auditory vocal automatic subtests. No significant differences were found on teacher-rated pupil behavior. It was concluded that prekindergarten experience is related to verbal behavior. Additional research is suggested as necessary to evaluate readiness in disadvantaged children. (DO)

ED 027 081 PS 001 561

Senn, Milton J. E.

The Spirit of the Times in Childhood Education. The First Evangeline Burgess Memorial Lecture.

Pacific Oaks Coll. and Children's School, Pasadena, Calif.

Pub Date 3 Apr 68

Note—22p.

Available from—Pacific Oaks College, 714 W. California Blvd., Pasadena, California 91105 (\$1.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Cognitive Development, Cultural Disadvantage, *Early Childhood Education, *Educational Attitudes, *Educational Objectives, *Educational Philosophy, Educational Responsibility, *Educational Theories, Intellectual Development

Education of the child, including preschool education, has been and still is a topic of great concern to many people. Translation of this concern into constructive programs for early childhood education is a profound problem, one that is debated often and emotionally. There is a dichotomy between those who favor educational practices based on concepts of the child in terms of his whole emotional-cognitive development and those who favor a narrower approach aimed specifically at developing certain skills measurable by intelligence tests. Evangeline Burgess and the Pacific Oaks College and Children's School fall close to the former class; the Bereiter-Engelmann program, close to the latter. There are also debates on the merit of Piaget's ideas on the relationship of early experience and cognitive development. There is concern for the need to understand the quality and quantity of stimulation most beneficial to intellectual development. This includes the debate over the value of such projects as Head Start and the importance of employing teachers who can do the job intended by the educational program involved. Often neglected by educational program planners is the clear definition of their educational goals—whether they would or should emphasize intelligence and narrow skills or intellect and understanding. (WD)

ED 027 082 PS 001 562

Flavell, John H. And Others

The Development of Role-Taking and Communication Skills in Children.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 68

Note—247p.

Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016.

Document Not Available from EDRS.

Descriptors—Adolescence, *Age Differences, *Behavioral Science Research, Behavior Change, *Childhood, Cognitive Development, Communication (Thought Transfer), *Communication Skills, Early Childhood, Individual Differences, Information Theory, Logical Thinking, *Role Perception, Task Performance

The purpose of this book is to report and interpret a group of research studies relating to social-cognitive development in early childhood through adolescence. Adults interpret the covert psychological properties of other people, their

abilities, knowledge, motives, attitudes, perceptions, and intentions relevant to concrete situations. An infant is unable to do this; therefore, both disposition and ability must evolve during intervening childhood. This cognitive process is labeled "role taking." This book includes the subjects of role taking and communication in middle childhood and adolescence, role taking in early childhood, the modification of communicative behavior, and retrospect and prospect. (DO)

ED 027 083 PS 001 564

Wall, Harvey R. Reasoner, Robert W.
Team Teaching. A Descriptive and Evaluative Study of a Program for the Primary Grades.
Mount Diablo Unified School District, Concord, Calif.

Spons Agency—Contra Costa County Dept. of Education, Pleasant Hill, Calif.
Pub Date Feb 62
Note—140p.

EDRS Price MF-\$0.75 HC-\$7.10

Descriptors—Control Groups, Curriculum Development, Enrichment Programs, Guidelines, Organization, Parent Reaction, *Primary Grades, *Program Descriptions, *Program Evaluation, Reading Achievement, Student Attitudes, *Summer Programs, Teacher Aides, Teacher Attitudes, Teacher Developed Materials, Teacher Evaluation, Teacher Response, Teaching Methods, *Team Teaching

Team teaching was introduced in a summer academic program for grades one through three in Concord, California. Each team was composed of three or four teachers and a teacher aide. A total of 410 children were assigned to four teams, and curriculum was basically enrichment oriented with assistance for those with remedial problems. The curriculum included reading, mathematics, music, Spanish, social studies, art, physical education, and folk dancing. After a period of experimenting with organization, teams developed creativity, flexibility, and productivity by adapting curriculum to emerging needs of the children. The principal's role of coordinator strengthened interpersonal relationships within teams. This document describes and evaluates the program. (DO)

ED 027 084 PS 001 566

Child Development and Material Survey. Part I, Technical Report. Final Report.
ENKI Corp., San Fernando, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4190

Pub Date [68]

Note—341p.

EDRS Price MF-\$1.50 HC-\$17.15

Descriptors—Abstracts, *Behavior Development, *Child Development, *Cognitive Development, Early Childhood, Emotional Development, Growth Patterns, Human Development, Individual Development, Language Development, Literature Reviews, Motor Development, Oral Communication, Percutaneous Development, Personality Development, Physical Development, Physiology, *Sequential Approach, Socialization, *Taxonomy, Verbal Development

This document is Part I of a two-part project whose goal was to identify the sequential development of child behavior from birth through age seven and to identify the materials which could be used to strengthen or initiate a behavioral facet. Research on child development was collected, organized, and analyzed for correlative events pertinent to the developmental taxonomy. A survey of materials produced by American manufacturers was made. Section I of the document is the introduction, and Section II reflects physiological development emphasizing motor development, sensation, perception, and learned responses. Section III covers cognitive development, Section IV investigates communication skills, and Section V reflects social and personality development. Section VI is composed of summary graphs indicating the information gained in the developmental study, and Section VII contains an extensive bibliography and a subject index to the bibliography. (DO)

ED 027 085 PS 001 567

Child Development and Material Survey. Part II, Material Survey. Final Report.
ENKI Corp., San Fernando, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4190

Pub Date [68]

Note—120p.

EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—Behavior Development, Child Development, Cognitive Development, *Early Childhood, Educational Equipment, *Equipment Manufacturers, *Evaluation, *Instructional Materials, Manipulative Materials, Material Development, Resource Materials, Social Development, *Surveys, Toys, Verbal Development

This document is Part II of a two-part project whose object was to identify children's sequential development from birth through age seven and to identify the materials which would be used to strengthen or initiate a behavioral facet. The materials surveyed for potential use with preschool children are described as ranging from standard toys through materials utilized in secondary school systems for educational purposes. The materials are evaluated for application in the developmental sequence. The report is divided into three sections: (1) Material Survey and Application, (2) Manufacturers' Materials Survey, and (3) Materials and Techniques Used in Child Development Centers. Appendixes include (A) Summary of Manufacturers' Reports, (B) List of Manufacturers Supplying Product Data, and (C) Directions for Abstract Card Sorting. (DO)

ED 027 086 PS 001 572

Desirable Athletic Competition for Children of Elementary School Age.

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 68

Note—37p.

Available from—National Education Association Publications-Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Athletic Programs, Athletics, Educational Policy, *Elementary School Students, Injuries, *National Surveys, Physical Development, Physical Health, *Policy Formation, Program Guides, Questionnaires, Research Reviews (Publications)

A committee was formed to examine the kinds of athletic programs provided for elementary children and the conditions under which they are conducted and to prepare recommendations. A questionnaire was prepared for a sample of 786 elementary school principals in order to determine the nature and extent of school sponsored and agency sponsored competitive athletic programs for boys. Schools in 528 districts filed usable returns. The returns supplied the following statistics: agency sponsored competition occurred in almost twice the number of communities (64 percent) as school sponsored interschool athletics (37 percent); 81 percent of the schools utilized a teacher trained or experienced in sports, while only 28 percent of the agencies employed adults with training; many schools and a vast majority of agencies did not provide adequate medical screening for boys joining teams; and less than half of the principals expressed approval of school sponsored athletics, and 13 percent reserved opinion. Research does not prove that sports adversely affect physical growth, and there are no data concerning long-range physiological effects of competitive athletics on youth. On the basis of these findings, the committee issued a policy statement containing guidelines for a sound physical education program. The statement and a bibliography are included in this document. (DO)

ED 027 087 PS 001 577

Peck, Robert F. Mitchell, James V., Jr.
Mental Health. What Research Says to the Teacher Series Number 24.

National Education Association, Washington, D.C. Dept. of Classroom Teachers.

Pub Date 67

Note—36p.

Available from—National Education Association Publications-Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (\$0.25).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Anxiety, Counseling Services, *Elementary School Students, Emotional Adjustment, *Mental Health, Neurosis, *Research Reviews (Publications), Self Actualization, Self Concept, Self Esteem, Student Teacher Relationship, Teacher Influence

Reasonably good mental health is a necessary precondition to orderly thought and responsible action. In human relationships, the mental health status of teacher and child interact to produce a positive or negative classroom environment. Mental health consists of (1) objective judgment, (2) autonomy, (3) emotional maturity, (4) self-realizing drive, (5) self-acceptance, and (6) respect for others. Basic needs of an individual can be divided into five categories: physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. The home and school should fulfill these needs as a minimal requirement for good mental health. Neurotic anxiety exists when a need is unfulfilled, and teachers can do things to cope with pupils' anxieties. Mental health aids for teachers are important, and schools should have counseling services. (DO)

ED 027 088 PS 001 587

Sigel, Irving E. And Others

The Program of Research of the Merrill-Palmer Institute in Conjunction with the Head Start Evaluation and Research Center, Michigan State University. Annual Report. Volume II: Research.

Merrill Palmer Inst., Detroit, Mich.; Michigan State Univ., East Lansing. Head Start Evaluation and Research Center.

Spons Agency—Institute for Educational Development, New York, N.Y.; Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-1410

Pub Date 31 Aug 67

Note—195p.

EDRS Price MF-\$0.75 HC-\$9.85

Descriptors—*Child Development, Classification, Cognitive Development, Creativity, *Culturally Disadvantaged, Environmental Influences, Family Relationship, Haptic Perception, Language Ability, Parent Influence, *Preschool Children, *Research, Research Proposals, Self Actualization, Self Concept, *Technical Reports

Identifiers—Bidimensional Attention, *Head Start, Parent Interview

This document is an annual report for the academic year 1966-67 dealing with research of the Merrill-Palmer Institute conducted in conjunction with the Head Start Evaluation and Research Center of Michigan State University. Section one of the report consists of five research studies on learning and cognition: (1) Modification of Classificatory Competence and Level of Representation Among Lower-Class Negro Kindergarten Children (see abstract number ED 021 608); (2) Developmental Studies in Egocentrism: I. Violation of Expectancies; (3) Bidimensional Attention in Lower- and Middle-Class Preschool Children: A Developmental Study; (4) A Training Study of Object Related Fluency; and (5) Exploratory Studies in Creativity. Section two reports the current status of four projects in family studies: (1) Family Aspirations and Expectation; (2) The Dynamics of the Husband-Wife Relationship; (3) Parent-Child Interactions, Attitudes and Focus of Control; and (4) Early Environmental Stimulation. An appendix sets out a comprehensive parent interview form used in the Head Start project. (WD)

ED 027 089 PS 001 589

Buktenica, Norman A.

Visual Learning. Dimensions in Early Learning Series.

Pub Date 68

Note—99p.

Available from—Dimensions Publishing Company, San Rafael, California 94903 (\$2.50).

Document Not Available from EDRS.

Descriptors—*Early Childhood Education, *Perceptual Development, Perceptual Motor Coordination, Screening Tests, Sensory Integration, Student Evaluation, Teaching Techniques, Vision, Vision Tests, Visual Acuity, Visual Discrimination, *Visual Learning, Visual Perception

A volume in the "Dimensions in Early Learning Series" this monograph proposes suggestions for parents and teachers to supplement normal classroom procedures in the area of visual learning. Chapter I concludes that a child's development of visual skills is directly influenced by in-born tendencies, physical characteristics, and environmental factors. It urges schools to assess skills early and develop appropriate visual instruction. In Chapter II, suggestions are offered to teachers for evaluating visual perceptual per-

formance. A final chapter on teaching methods concludes that factors favorably influencing perception are stability, regularity, predictability, and adequate visual stimulation. An annotated bibliography, a general bibliography, and an additional references list are included. (DO)

ED 027 090 PS 001 600

Aides to Teachers and Children.

Association for Childhood Education International, Washington, D.C.

Report No.—ACEI-Bull-24-A

Pub Date 68

Note—68p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$1.50).

Document Not Available from EDRS.

Descriptors—Anthologies, *Paraprofessional School Personnel, Parent Participation, Personnel Selection, Recruitment, School Community Relationship, Skill Development, Student Teachers, *Teacher Aides

This booklet contains 12 articles on teacher aides written by educators. Subjects of the articles are "More Help for Teachers," "Finding and Screening Aides," "Finding and Using Aides," "Parents to the Rescue," "Sixth-Grade Aides for the Kindergarten," "Teen-Age Aides," "Curriculum Resources in the Community," "Paraprofessionals Develop Professional Skills," "The Teacher and the Paraprofessional," "Staff Development Activities for Aides," "Education of Aides," and "Helping Parents Become Better Teachers." A bibliography is included. (DO)

ED 027 091 24 PS 001 611

Miller, James O.

Review of Selected Intervention Research with Young Children.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education, Urbana, Ill. National Coordination Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0706

Pub Date 69

Contract—OEC-3-7-070706-3118

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Behavioral Science Research, Behavior Change, Compensatory Education Programs, *Early Childhood Education, Environmental Influences, Interpersonal Relationship, *Intervention, Preschool Children, Research Needs, *Research Reviews (Publications)

Reviewing of long term and short term intervention research undertaken by Skeels and Dye (1939), Dawe (1942), Brazziel and Terrell (1962), Carter (1966), Sigel, Roeper, and Hooper (1966), Weikart (1967), Klaus and Gray (1967), Karnes and others (1966), Bereiter and Engelmann (1966), Blatt and Garfunkel (1965), Nimnicht (1966), and Smilansky (1964 and 1966) suggests that future research should be approached cautiously but with optimism. Short term intervention research has made gains when directed to specific behaviors, but its effects on complex behaviors have not been established. Massive environmental change produces great improvement in abilities associated with adult social competence and affects intellectual functioning, educational attainment, economic productivity, and family stability. Intervention effort which lies between these extremes is too new to be adequately assessed. While physical environment has received much attention, priority should be given to the behavior of the interpersonal environmental agent interacting with the child and mediating between the child and physical environment. Behavioral requirements of an effective environmental agent are outlined. Longitudinal intervention research is needed and should be encouraged. (DO)

ED 027 092 48 PS 001 663

Barritt, Loren S.

The Auditory Memory of Children from Different Socio-Economic Backgrounds.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—BR-6-1784

Pub Date 1 Sep 68

Contract—OEC-3-6-061784-0508

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Age Differences, Audiological Skills, Aural Learning, *Children, Comparative Analysis, Culturally Disadvantaged, Grade 1, Grade 2, Hypothesis Testing, Kindergarten Children, Memory, *Retention, *Socioeconomic Influences, Socioeconomic Status, Verbal Learning, *Verbal Stimuli

A total of 102 children (17 from each of the kindergarten, first, and second grades and of two disparate socioeconomic backgrounds) were administered a series of tasks involving verbal recall. The purpose of this testing was to compare the verbal recall ability of children of different ages and socioeconomic status. The verbal material was read to the child. At the completion of each item, the child was asked to recall the verbal material in the order given. Task 1 consisted of CVC trigrams. Task 2 consisted of nouns. Tasks 3 and 4 consisted of sentences, meaningless and meaningful, respectively. The language skills necessary to perform the tasks increased, theoretically, from Task 1 to Task 4. The hypotheses that children remember more verbal units as language habits can be more fully utilized and that older children remember more units than younger children on the higher level tasks and that there is an interaction between socioeconomic status and performance on the tasks were not confirmed. A prediction of a cumulative deficit between socioeconomic groups with increasing age was rejected. (WD)

ED 027 093 48 PS 001 689

Ryckman, David B. Van Every, Phillip

Evaluation of Inkster Preschool Project. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—BR-6-1784

Pub Date 1 Sep 68

Contract—OEC-3-6-061784-0508

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Culturally Disadvantaged, *Enrichment Programs, *Language Handicaps, *Preschool Children, *Program Effectiveness, *Program Evaluation, Sex Differences

Identifiers—*Head Start, ITPA

An experimental group of 22 preschool children from Inkster, Michigan, participated in an April 1967 to August 1967 prekindergarten enrichment program for low socioeconomic children. The program classes were unstructured and permissive. A contrast group of 33 children was also chosen. Both groups of children participated in a preschool program which began in September 1967. The contrast group would also be ready to enter kindergarten in the fall of 1968, but they had not participated in a preschool program prior to September 1967. The children in both groups were administered the Illinois Test of Psycholinguistic Abilities (ITPA) in November 1967. The test results indicated that both groups were functioning below age norms. Another finding was that the contrast group performed significantly better than the experimental group on the total ITPA. The contrast group did significantly better on two of the subtests: visual decoding and visual-motor-sequential. The explanation for this result would seem to be the existence of systematic sample bias. The boys scored consistently higher than the girls on the subtests, an unusual finding explained perhaps in part by the fact that a male teacher was present in the program. Statistical tables and a bibliography are included. (WD)

ED 027 094 PS 001 694

Gertler, Diane B.

Preprimary Enrollment of Children Under Six: October 1967.

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No.—OE-20113

Pub Date Oct 67

Note—28p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.30).

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Age Groups, *Census Figures, *Enrollment, Income, Kindergarten, *National Demography, National Surveys, *Preschool Children, *Preschool Programs, Racial Distribution

Data used in this study are based on information collected by the Bureau of Census, which canvassed 52,000 households. About 273,000 three-year-olds, 872,000 four-year-olds, and 2,724,000 five-year-olds were enrolled in preprimary programs in 1967. About 5.4 percent of the 3-year-olds, 15.6 percent of the 4-year-olds, and 45 percent of the 5-year-olds were from families with annual incomes under \$3,000. Three- to 5-year-olds most likely to be enrolled in preprimary programs were those in families with annual incomes of \$10,000 or more, in households with white-collar heads, in urban areas, and in the west. (DO)

ED 027 095 24 PS 001 710

Primus, Pearl E.

A Pilot Study Integrating Visual Form and Anthropological Content for Teaching Children Ages 6 to 11 about Cultures and Peoples of the World; Specifically, the Preparation of a Danced Presentation with Lecture Interpreting Some of the Cultural Values in West and Central African Communities. Final Report.

New York Univ., N.Y. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-S-369

Bureau No.—BR-5-8443

Pub Date Feb 68

Contract—OEC-5-10-381

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—African Culture, Anthropology, Cross Cultural Training, Cultural Awareness, Cultural Education, *Dance, *Elementary School Students, *Intercultural Programs, Multimedia Instruction, *Music, Nonverbal Learning, *Pilot Projects, Sociocultural Patterns, Special Programs, Teaching Methods, Teaching Models

A pilot study was conducted to demonstrate the use of dance as a method for improving and extending curriculum content of world cultures in elementary schools. The secondary objectives emphasized nonverbal experience as a means of interpreting the patterns of cultural values in West and Central Africa. Most of the 41 presentations of the dance program were performed before a variety of elementary school audiences, but some presentations were shown to the public. The evaluation consisted of analyzing 666 letters and 691 drawings from children, photographs, taped interviews using questionnaires, and letters from educators and professional advisors. The results showed that an educational program using dance, music, and sculpture to integrate visual form and anthropological content could be used successfully to teach children of ages six to eleven about various cultures. The director urged the use of such programs as "cultural bridges" to establish better understanding among peoples of the world. (JS)

ED 027 096 24 PS 001 711

Rhodes, Albert Lewis

Effects of Parental Expectations of Educational Plans of White and Nonwhite Adolescents. Final Report.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1790

Pub Date Sep 68

Contract—OEC-2-7-001790-2023

Note—254p.

EDRS Price MF-\$1.00 HC-\$12.80

Descriptors—Academic Aspiration, Adolescents, Caucasians, Cluster Grouping, *College Bound Students, Educational Background, *Educational Interest, Educational Objectives, Educational Planning, *Educational Research, Interaction, *Mother Attitudes, Negroes, Parental Aspiration, Socioeconomic Influences, Statistical Analysis, *Student Attitudes

This study was designed to examine the relationship between an adolescent's educational plans as reported by the adolescent himself and his mother's educational expectations for him as reported by her. The data were obtained in a previous study, a survey including a multistage, cluster sample of some 7,000 cases representing

13,484,000 public and private school students. The data had been gathered through questionnaires. Tests for interaction were used to determine if the effects of the mother's aspiration, race, and other characteristics influenced college plans. Findings indicated that a subject's plan to attend college was closely associated with his mother's educational expectation for him. This expectation was related to the mother's educational attainment and religion but was relatively independent of such characteristics as the subject's IQ and the socioeconomic status of the family. Negroes had the same level of educational aspiration as whites, but the mothers were less likely to expect that their children would go to college, primarily because of the cost involved. Negroes were also less likely to be enrolled in a college preparatory curriculum. Educational goals appeared to be formed at home and in the peer group, rather than in the school environment. (MS)

ED 027 097

RC 001 862

Palomares, Uvaldo Hill

A Critical Analysis of the Research on the Intellectual Evaluation of Mexican-American Children.

Pub Date May 65

Note—51p.; Term paper presented to School of Education, University of Southern California

EDRS Price MF-\$6.25 HC-\$2.65

Descriptors—Anglo Americans, *Comparative Statistics, English (Second Language), *Intelligence Differences, Intelligence Factors, *Intelligence Tests, Measurement Techniques, *Mexican Americans, Research Criteria, *Research Reviews (Publications), Spanish Americans

The validity is questioned of testing the intelligence of Mexican Americans via intelligence tests constructed for Anglo Americans. An overview is included of the literature concerned with the comparability of intelligence scores. Critiques are presented of 9 current studies utilizing intelligence test scores of Mexican Americans and Anglo Americans as a basis for comparative analysis. It is suggested that amount of acculturation is closely related to other variables involved in intelligence and should be investigated as a possible contaminating variable in measuring the intelligence of Mexican Americans. (JAM)

ED 027 098

RC 002 953

Budd, Carol Ruth Barron

Analysis of County School Districts of Arkansas.

Pub Date 66

Note—275p.; Masters thesis submitted to the University of Arkansas, Fayetteville.

Available from—Inter-library loan from University of Arkansas Library, Fayetteville, Arkansas 72701.

Document Not Available from EDRS.

Descriptors—Academic Achievement, Administrative Problems, *Comparative Analysis, *County School Systems, Demography, Financial Support, Masters Theses, Research, *Rural School Systems, Rural Urban Differences, School District Spending, *School Holding Power, School Personnel, *School Redistricting, Statistical Studies, Student Transportation, Teacher Salaries, Teacher Selection

Identifiers—*Arkansas

A study was undertaken in 32 county school districts, located primarily in rural areas, to determine the influence of rurality, financial resources, quality of education, and school performance as measured by educational level attained, on the county school district problem in Arkansas. Both case study and statistical methods were employed in the analysis. It was found that expenditures per enunciate were approximately the same for county and independent districts, but county districts spent a greater percentage of funds on transportation and less for indebtedness. Recommendations of the study included: (1) dissolution of county districts and their annexation to trade center community districts; (2) enlargement of teacher salaries to attract better qualified teachers to rural districts; (3) provision of a minimum millage rate so that each district would be financed to the extent of its wealth; and (5) provision of adequate administrative personnel for rural school districts. (DA)

ED 027 099

88

RC 003 075

Porter, Robert M.

A Decade of Seminars for the Able and Ambitious. Catskill Area School Study Council, Oneonta, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date June 68

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—Academic Ability, Curriculum, Enrichment Experience, *Enrichment Programs, *Gifted, Intellectual Development, Noncredit Courses, *Rural Areas, *Secondary School Students, Small Schools, *Student Seminars, Ungraded Classes

Identifiers—*Saturday Seminars for Able and Ambitious Students

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

ED 027 100

RC 003 105

Merrell, Russell G.

Guidelines for Designing, Equipping and Furnishing Small School Learning Laboratories.

Western States Small Schools Project, Salt Lake City, Utah.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Oct 68

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Building Design, Classroom Arrangement, Classroom Furniture, Classroom Materials, Classroom Techniques, Flexible Classrooms, Laboratories, *Learning Laboratories, Multipurpose Classrooms, *Physical Environment, Rural Schools, *School Design, School Space, *Small Schools, *Space Utilization, Spatial Relationship, Teaching Methods

Identifiers—*Western States Small Schools Project

Twelve assumptions concerning learning are presented which underlie the rationale for the establishment of learning laboratories in 3 small high schools in Utah. Based on these assumptions, 12 specific recommendations are made for the improvement of education in small, rural schools through implementation of the learning laboratory concept. A description of equipment and furniture in the Utah learning laboratories is included. An evaluation of these learning laboratories is provided, along with examples of how the schools have made use of existing facilities and equipment in converting traditional classroom arrangements into learning laboratory designs. (DA)

ED 027 101

RC 003 145

Hodge, William H.

The Albuquerque Navajos. Anthropological Papers of the University of Arizona, Number 11.

Pub Date 69

Note—86p.

Available from—University of Arizona Press, Tucson, Arizona 85721 (APUA-11, \$4.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, *American Indians, Ethnic Groups, Role Conflict, *Rural Urban Differences, Social Change, Social Relations, *Social Values, Urban Areas, Urban Environment, *Urban Immigration, Urbanization

Identifiers—Albuquerque, *Navajos

A study of 275 Navajos living in Albuquerque, New Mexico, showed that these individuals could be divided into 3 major cultural orientation groups: (1) permanent-resident; (2) Anglo-

modified; and (3) traditional. It was found that few Navajos wanted to live permanently in the metropolitan area. For the Anglo-modified Navajos, a desirable and necessary style of existence consisted of maximum utilization of Anglo technology in a transitional reservation setting; however, traditional Navajos desired a much lower level of Anglo technology. It was found that both traditional and Anglo-modified Navajos wished to escape the city's rapid pace, impersonal relationships, and competitiveness; permanent-resident Navajos in Albuquerque as in other cities did not form a cohesive group, but constituted an aggregate of migrants having little or nothing to do with one another. Suggestions for future research included examination of the various niches Navajos occupy in cities and investigation of forces operating between reservations and urban communities. (DA)

ED 027 102

RC 003 179

Lindemuth, Robert G.

Indian Education. Annual Report, 1967-1968.

Washington State Office of Public Instruction, Olympia.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 16 Sep 68

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Acculturation, *American Indians, *Cultural Education, Economic Development, Educational Research, *Federal Aid, Preschool Education, *Sensitivity Training

Identifiers—*Johnson O'Malley Programs

The annual report on the Indian Education Program of the State of Washington provides a breakdown of the distribution of Johnson O'Malley funds to the various districts for the fiscal year 1968, and a summary of expenditures during the 1967-68 school year. Several programs have been undertaken in attempts to meet the needs of Indian students. Among these are counseling and home visitation programs which stress contact with the home in an effort to retain students in school; lunch and breakfast programs which provide free or reduced-price meals; and categorical aid to meet special needs of Indian children. Another plan is to provide sensitivity training for teachers and teachers' aides with emphasis on providing opportunities for Indian children to take pride in their culture and background and to develop in a well-adjusted manner. The recommendations for providing equal opportunities for Indian children include (1) increasing communication between Indians and whites at all levels, (2) recognizing and teaching the Indians' cultural background, (3) developing the Indian reservations economically, (4) intensifying preschool training programs in order to attack the principal learning obstacles, and (5) sponsoring more research on Indian education. Tables and illustrations are included in the report. (CM)

ED 027 103

RC 003 186

Siemens, Leonard Driedger, Leo

Some Rural-Urban Differences Between Manitoba High School Students.

Manitoba Univ., Winnipeg.

Spons Agency—Canadian Agricultural and Rural Development Act Branch, Edmonton (Alberta); National Grain Co. Ltd., Winnipeg (Manitoba).

Report No.—FAHE-4

Pub Date Dec 65

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Educational Research, *Environmental Influences, *High School Students, *Motivation, Nonfarm Youth, Rural Farm Residents, *Rural Urban Differences, *Social Experience, Statistical Data, Suburban Youth, Tables (Data)

Identifiers—*Canada, Manitoba

One of a series of studies based on data collected from 1,844 eleventh and twelfth grade Canadian students, this study examined to what extent type of residence was an important factor in student aspirations and other social factors. Farm, rural non-farm, and suburban youth were compared in order to study their degree of exposure to a variety of social experiences and their motivation. It was hypothesized that (1) the more urban the youth the greater their exposure to a diversity of social experiences, (2) the more urban the youth the higher their motivations, and (3) the greater the exposure to a diversity of so-

cial experiences the higher the motivations. Statistical analysis of data collected by means of questionnaires indicated that the first 2 hypotheses could be accepted. The data did not permit the testing of the third hypothesis. Statistical data and tables illustrate the findings. Related documents are RC 003 187, RC 003 188, and RC 003 293. (SW)

ED 027 104 RC 003 187

Forcese, Dennis P. Siemens, Leonard B. School-Related Factors and the Aspiration Levels of Manitoba Senior High School Students. Manitoba Univ., Winnipeg.

Spons Agency—Canadian Agricultural and Rural Development Act Branch, Edmonton (Alberta); National Grain Co. Ltd., Winnipeg (Manitoba).

Report No.—FAHE-3

Pub Date Sep 65

Note—61p.

EDRS Price MF-\$0.50 HC-\$1.15

Descriptors—Academic Aspiration, *Aspiration, Educational Research, Family Influence, *High School Students, Occupational Aspiration, *Performance, Rural Areas, *Rural Urban Differences, *School Involvement, Self Concept, Social Factors, Statistical Data, Tables (Data) Identifiers—*Canada, Manitoba

One of a series of studies based on data collected from 1,844 eleventh and twelfth grade students in Canada examined educational and occupational aspiration levels of youth relative to selected school-related factors. Rural and suburban youth were compared. An attempt was made to assess the utility of the variables as predictors of aspiration levels of youth and the extent to which the variables might explain varying levels of aspiration. For each of the variables tested, socio-economic status was controlled. Statistical analysis of data, collected by means of questionnaires, indicated that urban youth aspired to higher levels than rural youth. There was no indicated relationship between aspiration levels and distance from school or number of schools attended; there were relationships between aspiration levels and I.Q., teacher encouragement, and participation in extra-curricular activities. Grade 9 examination scores appeared to be reasonably reliable indicators and potential predictors of later aspiration levels. Related documents are RC 003 186, RC 003 188, and RC 003 293. (SW)

ED 027 105 RC 003 188

Siemens, Leonard B. Jackson, J.E. Winston Educational Plans and Their Fulfillment: A Study of Selected High School Students in Manitoba. Manitoba Univ., Winnipeg.

Spons Agency—Canadian Agricultural and Rural Development Act Branch, Edmonton (Alberta); Manitoba Univ., Winnipeg.

Report No.—FAHE-2

Pub Date Sep 65

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—Academic Aspiration, *Aspiration, *Educational Planning, Educational Research, *High School Students, *Post Secondary Education, Rural Areas, *Rural Urban Differences, Social Factors, Statistical Data, Tables (Data) Identifiers—*Canada, Manitoba

One of a series of studies based on data collected from 1,844 high school students in Canada, this study examined twelfth graders who indicated plans for some post high school training. The study focused on the educational plans of 541 rural and suburban students and the sociological factors relating to the realization of these plans the following year. Factors considered were area of residence, size of community, average high school marks, I.Q., socio-economic status, and religious and ethnic origin. A follow-up on the initial data collection was made a year later to determine if plans were fulfilled. Statistical analysis of data revealed that 4 major factors influenced whether or not a student fulfilled his educational plans. These factors were (1) the student's innate ability, (2) financing of an extended period of training, (3) student motivation, and (4) social acceptance of such training by elders and peers. Fourteen major findings are included in this report. Related documents are RC 003 186, RC 003 187, and RC 003 293. (SW)

ED 027 106

Weaver, Charles N.

A Comparative Study of the Job Performance of Spanish-Surname Police Officers in San Antonio, Texas.

Pub Date 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Anglo Americans, *Comparative Analysis, Cultural Background, Cultural Traits, Educational Disadvantage, Leave of Absence, *Mexican Americans, *Performance Factors, *Police, Spanish Americans, *Spanish Speaking, Unskilled Occupations Identifiers—San Antonio, *Texas

Conducted in 1967, this study contrasted the job performance of Spanish-surname and non-Spanish-surname police officers in the Investigation and Uniform Divisions of the San Antonio Police Department. Educational level and educational performance limited the number of Mexican Americans on the police force. The job performance factors considered were scores on promotion examinations, supervisory ratings, use of sick and annual leave, and accident rates. Mexican Americans were significantly underrepresented in the police force in proportion to Mexican American representation in the city, and they scored lower on the Probationary Patrolman Examination (perhaps attributable to the lack of language facility or poor education in school). However, there were no significant differences between Spanish-surname and non-Spanish-surname officers in the amounts of sick and annual leave taken, nor in the accident rates. The supervisory efficiency rating was not found to be lower for Spanish-surname officers as previously believed. It was concluded that there was little evidence to support the hypothesis that the rural folk culture background of the Mexican American limited his effectiveness in a complex organization in an industrial economy. (CM)

ED 027 107 RC 003 193

Hildebrand, Edwin P. Ed. Quality and the Small School.

Colorado Western States Small Schools Project, Denver.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Aug 68

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Career Choice, Cultural Disadvantage, *Individualized Instruction, Learning Characteristics, *Learning Theories, *Preschool Education, *Rural Education, *Small Schools, Teacher Role, Teaching Styles Identifiers—Colorado, *Western States Small Schools Project

The 1965-1968 progress report of the Western States Small Schools Project focuses on the problem and challenge posed by small schools, which have thus far lacked the depth of resources compared to urban schools. The goals of the project are to assist small schools to: (1) provide individualized programs of career selection education; (2) develop methods and techniques of preschool education to overcome cultural disadvantages prevalent in isolated communities; and (3) develop the organizational and instructional patterns essential to successful programs of continuous progress and individualized instruction. Each objective is presented in a separate section with description of the problem involved, methods or programs, evaluation, and observations. Included are several guidelines for educational activities related to individualized instruction which free the teacher to plan curriculum and choose materials. A chapter is devoted to 2 learning theories with practical application to individualized learning by both students and teachers. (CM)

ED 027 108 RC 003 195

Woods, Richard G. Harkins, Arthur M. Indian Americans in Chicago.

Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Nov 68

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—Acculturation, Alcoholism, *American Indians, *Counseling Centers, *Counseling Services, Educational Background, Employment Patterns, *Individual Characteristics, Mobility, *Urban Areas

RC 003 189

Identifiers—*St. Augustine's Center for American Indians

The location, funding, organization, goals, and activities of the St. Augustine's Center for American Indians are described in an attempt to focus attention on the problems of urban Indians. Services provided by the Center in the areas of social and psychiatric casework, medical and legal aid, and subsistence requirements are discussed. Characteristics of clients requesting services from the Center during 1967 are presented concerning such factors as health, education, mobility, employment, and family. Apparent relationships are noted between alcoholism and increased education or marriage of Indians to non-Indians. A discussion of the role of Indian Centers in acculturation of urban Indians and in collection of data for research purposes is included. (JH)

ED 027 109 RC 003 196

A Study of Centralization: Broadalbin, Edinburg, Mayfield, Northville, and Perth, New York.

Engelhardt, Engelhardt and Leggett, Inc., Purdy Station, N.Y.

Pub Date Dec 68

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Administrative Organization, *Centralization, Comparative Analysis, Curriculum Evaluation, Educational Facilities, *Educational Finance, Educational Improvement, Educational Programs, *Enrollment Projections, *Facility Improvement, Financial Needs, Financial Support, *School Organization, Small Schools, Tables (Data)

Identifiers—Broadalbin, Edinburg, Mayfield, *New York, Northville, Perth

This is a study which sets forth the pertinent facts concerning the possible centralization of the school districts of Broadalbin, Edinburg, Mayfield, Northville, and Perth, located in New York State. An appraisal of advantages and disadvantages of certain possible courses of action is presented with cost estimates. There are 6 major parts of the study included: (1) enrollment projections; (2) school building or facilities analyses; (3) curriculum needs; (4) school district reorganization—an analysis conducted in New Jersey; (5) financial considerations; and (6) recommendations. It is recommended that the 5 school districts proceed to take the necessary steps to reorganize into a single unit, to build a single 1,200-pupil high school (9-12), and to renovate and convert existing facilities for K-8. A time table is recommended by which the procedures would begin in September 1969 and conclude in December 1973. (SW)

ED 027 110 RC 003 207

Pilot Study of School District Reorganization, State of New Jersey.

Engelhardt, Engelhardt and Leggett, Inc., Purdy Station, N.Y.

Pub Date Jan 68

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors—Administrative Organization, *Enrollment Projections, High Schools, *Individual Characteristics, Pilot Projects, *School Districts, *School Organization, School Systems, *State Surveys, Tables (Data)

Identifiers—*New Jersey

The study is part of a state evaluation of schools and is directed primarily to a review of the effectiveness of the existing organization among local school districts in the State of New Jersey. Five major topics are presented in this study: (1) school district reorganization—aims, methods, and problems; (2) growth of enrollments; (3) characteristics of New Jersey school districts; (4) characteristics of superior school districts; and (5) characteristics of individual high schools. In considering criteria for reorganization, the following factors are isolated as being characteristics that are found in good school districts: pupils per teacher; teaching staff with master's degrees; program offerings in the high school; selected practices; size and wealth; and cost per pupil. Nine criteria are suggested for reorganization. It is concluded that financial incentives are by far the most important facilitating factor. Numerous data tables are contained in the appendix. (SW)

ED 027 111 RC 003 209

Ameen, Bilquis A.

Occupational Status Orientations and Perception of Opportunity: A Racial Comparison of Rural Youth From Depressed Areas.

Pub Date Jan 68
Note—101p.; Master's Thesis submitted to Texas A & M Univ., Graduate College, January, 1968.

Available from—Inter-library loan from Texas A & M University Library, College Station, Texas 77843.

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, Career Choice, *Caucasian Students, *Comparative Analysis, *Negro Youth, *Occupational Aspiration, Occupational Mobility, Racial Differences, Role Perception, *Rural Youth, Self Concept, White Collar Occupations

Negro and white rural youth from economically depressed areas of East Central Texas were compared with regard to their job aspirations and expected job attainment. The results indicated that both Negro and white youth had generally high occupational goals and expectations. The Negro youth exhibited a greater variance in occupational choice, aspiring to higher, more glamorous positions and lower prestige, blue collar jobs. When the disparity between aspirations and expected attainment of Negro and white youth was compared, no significant difference was apparent in the gross anticipatory deflection. The Negro youth, however, did show a higher positive anticipatory deflection than the white youth. The analysis supported the conclusion that even the most depressed youth maintained high occupational and success aspirations. (DK)

ED 027 112 RC 003 210

Mahoney, Mary Katherine
Spanish and English Usage by Rural and Urban Spanish-American Families in Two South Texas Counties.

Pub Date Jan 67
Note—Master's Thesis submitted to Texas A & M University, Graduate College, January, 1967.

Available from—Inter-library loan from Texas A & M University Library, College Station, Texas 77843.

Document Not Available from EDRS.

Descriptors—Adults, *English, Language Fluency, Language Research, Language Skills, *Language Usage, *Rural Urban Differences, Second Languages, Socioeconomic Status, *Spanish, *Spanish Americans, Spanish Speaking, Urban Language, Youth

Identifiers—*Texas

The study had among its objectives (1) the determination of rural-urban differences in the use of Spanish and English by household heads and Spanish American children of these households, and (2) the relationships between language used by Spanish American household heads and selected socioeconomic factors. It was found that use of Spanish increased (1) with age, (2) slightly with rurality, (3) significantly among household heads born in Mexico (as opposed to Texas), (4) with fewer years of school completed, (5) with lower income, and (6) with lower occupation level. The study concluded that statistically significant relationships existed between language usage and all socioeconomic factors studied. (DA)

ED 027 113 88 RC 003 211

Gores, Richard W., Ed.

Pacereport: Rural Education.

Owensboro City Schools, Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PR-VOL-1-NO-8

Pub Date Jul 68

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Educational Television, *Evaluation Needs, Evaluation Techniques, *Films, Filmstrips, Instructional Materials Centers, *Program Evaluation, Publications, Regional Laboratories, Rural Areas, *Rural Education, Rural Schools, Rural Youth, *Small Schools

Identifiers—*Elementary and Secondary Education Act Title III, ESEA Title III

Seven Projects to Advance Creativity in Education (PACE) concerned with small schools and rural areas present reports of progress and plans in this July-August 1968 issue of PACEREport. The document also contains a listing of publications dealing with rural education and a listing of films, filmstrips, and publications, developed under Title III of the Elementary and Secondary Education Act (ESEA). A special report presents a synthesis of the evaluation efforts in Title III,

indicating the forces promoting evaluation and the present inadequacies in current evaluation effort. (DK)

ED 027 114 RC 003 213

Kourmadas, John F., Ed.

The Smaller Secondary School. The Bulletin of the National Association of Secondary-School Principals, Volume 50, Number 307.

National Association of Secondary School Principals, Washington, D.C.

Pub Date Feb 66

Note—140p.

Available from—National Association of Secondary-School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Board Administrator Relationship, Curriculum Development, *Educational Improvement, Educational Quality, *Individual Characteristics, Intermediate Administrative Units, Nongraded System, Rural Education, School Improvement, *Secondary Schools, *Small Schools, Teaching Conditions, Technological Advancement

The National Association of Secondary-School Principals devotes this entire issue of "The Bulletin" to the smaller secondary school. Included are articles dealing with the relationship of intermediate units and small high schools, teaching opportunities and demands in smaller secondary schools, a nongraded program, new technology, curriculum improvement, improving understanding between the board of directors and a changing program, small school improvement, quality and variety in Texas small schools, and the Upper Midwest Small Schools Project. Five articles offer insight into accreditation difficulties of small schools, the declining number of accredited small schools, and program offerings. Tabular breakdowns are presented in these articles. (SW)

ED 027 115 RC 003 216

Johnson, Cyrus M. And Others

Mountain Families in Poverty. Final Report.

Kentucky Univ., Lexington.

Spons Agency—Welfare Administration, Washington, D.C. (DHEW).

Report No.—RS-29

Pub Date May 67

Grant—HEW-WA-259-S-155

Note—126p.

EDRS Price MF-\$0.50 HC-\$6.40

Descriptors—Attitudes, Cultural Isolation, Depressed Areas (Geographic), *Economically Disadvantaged, *Educational Background, Educational Retardation, *Family Characteristics, Interviews, *Rural Population, Social Isolation, *Socioeconomic Background, Tables (Data), Values

Identifiers—*Kentucky

Families participating in a program of Aid to Families with Dependent Children and Unemployed Parents were studied to obtain data on personal and health characteristics of adult members, socioeconomic characteristics of the family unit, and the interrelations of these variables. Interviews were conducted by trained interviewers with 324 families residing in 7 rural eastern Kentucky counties. After 3 months, 72 homemakers were reinterviewed to determine what changes had occurred resulting from the program. Most families were found to be improved financially; they were more hopeful about the future; and their children were improving in school activities. One hundred tables are included giving data on: family age, composition, and education; material well-being and level of living; work record and orientation to work; sickness and health; geographic and social isolation; and values and views on life. (JH)

ED 027 116 RC 003 222

Ohendorf, George W.

Educational Orientations of Rural Youth in Selected Low-Income Counties of Texas.

Pub Date May 67

Note—124p.; Master's Thesis submitted to Texas A & M Univ., Graduate College, May 1967.

Available from—Inter-library loan from Texas A & M University Library, College Station, Texas 77843.

Document Not Available from EDRS.

Descriptors—*Academic Aspiration, *Caucasian Students, Conceptual Schemes, Economically Disadvantaged, Educational Attitudes, Females, Goal Orientation, High School Students, Low

Income Counties, Males, Negro Achievement, *Negro Students, Occupational Aspiration, *Racial Differences, *Rural Youth, School Orientation, Social Development, Social Mobility

Identifiers—*Texas

The general objective of this study was to learn the nature of associations for race and sex with several dimensions of educational orientations held by adolescents living in selected all-rural, low-income areas. A secondary objective was to evaluate the general utility of a new multi-dimensional conceptual scheme for the study of status orientations. A group-administered questionnaire was given to high school sophomores in 3 all-rural, economically depressed counties in Texas to determine the students' educational aspiration and expectation levels. Results indicated that Negroes had higher educational goal levels and expected attainment levels than did whites. Negroes, however, experienced greater anticipatory deflection from their educational goals and they were more likely to be deflected positively. Boys had higher goals than girls, although no significant differences were found in intensity of aspiration, certainty of expectation, or deflection from their goal. Differences were greater in educational goal levels and expected attainment levels between sexes than between races. The multi-dimensional conceptual scheme was deemed fruitful. Definite implications were drawn for future policy-making and social action concerning racial differences. (CM)

ED 027 117 RC 003 223

Taylor, Henry L.

Improving Opportunities in Rural Communities.

Pub Date Mar 69

Note—35p.; Paper presented at National Working Conference on Solving Educational Problems in Sparsely Populated Areas (Denver, Colorado, March 17-19, 1969).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Action Programs (Community), *Career Opportunities, Community Development, Educational Programs, *Farm Occupations, Federal Programs, Human Resources, Job Training, Planning, *Rural Development, *Rural Youth, Vocational Education

Problems in rural communities stem from the steady downtrend of employment in agriculture, forestry, and mining, while gains in non-farm industries have not been sufficient to offset this decline and provide jobs for a growing rural labor force. There is an increasing deficit of talent in rural areas due to urban migration. The overall strategy to cope with these problems must be to improve the capability of the rural work force to compete successfully for jobs and to create more jobs in rural areas. There is a lack of opportunity for rural youth for work experiences that lead to fulfilling careers without leaving home. Educational work in the field of labor management is being requested by employers in commercial agriculture at an accelerating rate. As a result of projects of Federal agencies, needs for technicians and skilled repairmen will continue to rise, thus imposing continuing demands on education. Through comprehensive planning by community action groups with the help of technical experts, better community facilities and improved educational and job training programs can be provided. (JH)

ED 027 118 RC 003 224

Kelly, Paul E.

Economic and Sociological Factors Affecting Education Systems in the Rural South.

Pub Date 17 Mar 69

Note—22p.; Paper presented at National Conf. for Solving Educ. Problems in Sparsely Populated Areas (Denver, Colorado, March 17-19, 1969).

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Economic Factors, Educational Improvement, Educationally Disadvantaged, Population Distribution, Racial Factors, *Racial Integration, *Rural Economics, *Rural Education, Rural Environment, *Social Factors, *Southern States

The paper investigates the major economic and sociological factors influencing education systems in the rural South. A review of the significant economic factors reveals the overall lack of industrial capital in the area. Sociologically, the dual cultural systems of the Negro and white populations are pointed out as the most impor-

tant feature of southern states. Various aspects of the interrelation of these two factors, such as the impact of segregation on the southern economy, are examined. In his conclusions, the author discusses possibilities for the alleviation of poverty in the South, based upon the elimination of racial segregation. An appendix containing the section on "The Nonmetropolitan South" from the Coleman-Campbell report on "Equality of Educational Opportunity" is included. (JM)

ED 027 119 RC 003 228

Word, Ulyss G.

Camping for Disadvantaged Youth, an Informal Educational Approach.

Arkansas Univ., Fayetteville. Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C. Federal Extension Service.

Report No—MP-103

Pub Date [68]

Note—28p.

Available from—Extension Executive Assistant, P.O. Box 391, Little Rock, Arkansas 72203 (MP 103).

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Activities, *Camping, *Compensatory Education, *Disadvantaged Youth, Educational Environment, Educational Opportunities, Health Activities, Hygiene, *Outdoor Education, Personal Relationship, Physical Activities, Program Evaluation, Social Adjustment, Socialization, *Youth Programs

Identifiers—4 H Clubs, *Arkansas Special Youth Project

The document provides a summary of special 4-H summer camps for disadvantaged youth in Arkansas. The camping experience in which the participants overcome inadequacies in social skills, self-discipline, self-confidence, and self-assurance is described. Major emphasis is given to the development of socialization skills and to health- and hygiene-related activities. Procedures followed in selecting participants, establishing camp procedures, and program activities are discussed. An extensive evaluation based on 3 years of summer camps is included. Related documents are RC 003 229 and RC 003 230. (JM)

ED 027 120 RC 003 229

Word, U.G., Jr.

Leadership for Reaching the Unreached.

Arkansas Univ., Fayetteville. Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C. Federal Extension Service.

Report No—MP-102

Pub Date Jun 68

Note—31p.

Available from—Extension Executive Assistant, P.O. Box 391, Little Rock, Arkansas 72203 (MP 102).

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Adult Education, Compensatory Education, *Disadvantaged Youth, Educationally Disadvantaged, Educational Mobility, *Extension Education, *Leadership, Program Evaluation, *Program Planning, Rural Extension, Rural Youth, Volunteers, *Youth Programs

Identifiers—4 H Clubs, *Arkansas Special Youth Project

This document presents the program roles and relationships of county extension professionals, extension program assistants, program aides, volunteer program aides, and volunteer helpers in the Arkansas Special Youth Project. For each of these capacities, specific duties are outlined showing how each relates to disadvantaged youth and to the program. The relationship between this program and 4-H programs in Arkansas is discussed. Guides for program planning and evaluation are developed. Related documents are RC 003 228 and RC 003 230. (JM)

ED 027 121 RC 003 230

Word, U.G., Jr.

Programming for Disadvantaged Youth.

Arkansas Univ., Fayetteville. Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C. Federal Extension Service.

Report No—MP-106

Pub Date Dec 68

Note—72p.

Available from—Extension Executive Assistant, P.O. Box 391, Little Rock, Arkansas 72203 (MP 106).

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Behavioral Objectives, *Behavior Change, *Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educational Environment, *Educationally Disadvantaged, Methodology, *Program Development, Program Evaluation, *Rural Youth

Identifiers—4 H Clubs, *Arkansas Special Youth Project

Findings are presented of a four-year study on reaching rural disadvantaged youth through an informal education program called the Arkansas Special Youth Project. The information provides a framework for expanding 4-H. Specific methods and techniques used in working with the disadvantaged are outlined and evaluated in terms of the resultant behavioral change of the participants and in terms of project utilization of resources. It is concluded that the program was successful in eliciting both behavioral change and attitudinal change on the part of the disadvantaged youth and of the adults working with them. Extensive graphs and charts are included to demonstrate specific program outcomes. Related documents are RC 003 228 and RC 003 229. (JM)

ED 027 122 RC 003 231

Heldman, Lawrence J.

A Study of Professional Staff Turnover in Catskill Area Schools for the Year Ending June 1968.

Catskill Area School Study Council, Oneonta, N.Y.

Pub Date Dec 68

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Administrative Change, *Labor Turnover, *Occupational Surveys, *Professional Occupations, Rural Schools, Rural Urban Differences, *Small Schools, *Teacher Supply and Demand, Teacher Transfer

Identifiers—*Catskill Area School Study Council, New York

The professional staff in 33 Catskill Area School Study Council and peripheral area schools for the year ending June 1968 consisted of 70 administrators, 1,557 classroom teachers, and 131 persons in other professional staff capacities. The schools ranged in enrollment from 233 to 3,033. Of the 261 professional staff involved in the total turnover, 13.4% retired from service, 19.1% left for family reasons, 11.1% left because of pregnancy, 20.6% resigned to seek employment in some other geographic area, 14.5% resigned for another job in the system, 1.5% were drafted or left to join the Peace Corps, 14.1% resigned by request or were not reappointed, and 5.3% left for other reasons. The total turnover for the year was 14.8% of the total professional staff, which was lower than the 1968 national norm for similar areas. Administrators had the greatest turnover of any group, followed by pupil personnel specialists, and then by teachers. (EV)

ED 027 123 RC 003 234

MacArthur, R.S.

Assessing the Intellectual Ability of Indian and Metis Pupils at Ft. Simpson, N.W.T.

Canadian Dept. of Northern Affairs and National Resources, Ottawa (Ontario).

Pub Date Aug 62

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Ability, *American Indians, *Cultural Factors, *Group Intelligence Testing, *Intelligence, Social Factors, Socioeconomic Status, Statistical Analysis, Verbal Ability

Identifiers—*Metis, Northwest Territory, Progressive Matrices Test, Safran Culture Reduced Intelligence Test

The study assessed the general intellectual ability of Indian and Metis pupils of the Northwest Territory (N.W.T.), Canada. While minimizing cultural bias, an attempt was made to identify economical tests for this cultural group which would demonstrate (1) minimal loading on verbal and other culture-bound factors, (2) moderate relationship to school achievement, and (3) relative insensitivity to age. The sample for this study consisted of 239 Indians or Metis of both sexes attending school in Grades 1 to 9 at Ft. Simpson, N.W.T. It was found that the Progressive Matrices Test and the Safran Culture-Reduced Intelligence Test best met the criteria

established for culture-reduced measures of intellectual potential; however, it was concluded that the production of norms appropriate to the Indian-Metis would be essential before putting these tests into general use. (JM)

ED 027 124 RC 003 241

Heller, Celia S.

Mexican American Youth: Forgotten Youth at the Crossroads. A Random House Study in Sociology.

Random House, Inc., New York, N.Y.

Pub Date 66

Note—123p.

Available from—The College Department, Random House, 501 Madison Avenue, New York, N.Y. 10022 (Order No. SS20, \$1.95)

Document Not Available from EDRS.

Descriptors—Academic Aspiration, Academic Performance, Acculturation, Curriculum, Delinquency Causes, Delinquent Identification, *Delinquents, Dropouts, *Educational Experience, Equal Opportunities (Jobs), Juvenile Gangs, Low Income, *Mexican Americans, Occupational Aspiration, Occupational Mobility, Religious Factors, Social Mobility, Social Status, *Spanish Speaking, Student Teacher Relationship, *Youth

Identifiers—Arizona, California, Colorado, New Mexico, *Southwest, Texas

Studies of Mexican Americans, the third largest minority group, have resulted in an effort to understand them as well as to provide opportunity of exploring whether new trends have appeared among Mexican Americans. This fast-growing group has had a profound effect in settling the Southwest and has been the product of prejudice and discrimination socially, politically, and economically. Cultural characteristics of Mexican Americans have limited the amount of acculturation into American society. An important feature of the Mexican American group is that its population is young (median age is 20). School attitudes and attainments and poor scholastic performance are influenced by language, home environment, teacher attitudes, and the nonacademic courses in which students are placed. Dropout rates present another problem but have not been sufficiently studied. Delinquency rates and trends are traced to dissatisfied status in school, low-income background, and low social status. A small percentage of Mexican American youth do have mobility aspirations and achievement values, comparable to their Anglo American peers. Impediments in achieving this upward mobility are lack of resources, few success models, and fewer opportunities, which tend to reflect the prejudice and discrimination. (CM)

ED 027 125 RC 003 243

Weller, Jack E.

Yesterday's People: Life in Contemporary Appalachia.

Council of the Southern Mountains, Inc., Berea, Ky.

Pub Date 65

Note—180p.

Available from—University of Kentucky Press, Lexington, Kentucky 40506 (\$4.75)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Cultural Differences, Cultural Environment, Culture Lag, *Folk Culture, Lower Class, *Negative Attitudes, Rural Environment, *Rural Urban Differences, Social Attitudes, Social Characteristics, *Social Isolation, *Southern Attitudes, Subculture

Identifiers—*Appalachia

The author attempts to describe life in contemporary Appalachia on the basis of his service as a minister in the mountain region of the area for thirteen years. Included is an interpretation of the individualism, traditionalism, fatalism, and personal orientation which characterize the mountaineer population of Appalachia, as well as extensive information concerning the mountaineer in relation to his own society, the rural environment of the area, the rural community, the outside world, and the church. An interpretation of how modern forces of change have affected the rural Appalachian mountaineer is also given. A synoptic characterization of the Appalachian mountaineer reveals an orientation to existence rather than progress, an adult-centered family life, a general lack of status seeking, little concern for job security, an ambivalence toward education, and fear of persons in positions of authority. (EV)

ED 027 126 95 RC 003 274

Fierro, Leonard

The Role of the Mexican-American: Supplementary Unit for Use in Teaching United States History-2 and United States History 8th.

San Diego City Schools, Calif.

Pub Date 66

Note—25p.

Available from—San Diego City Schools, Education Center, Park and El Cajon Boulevard, San Diego, Calif. 92103 (Stock No. 41-M-5672, \$0.50)

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*American History, Audiovisual Aids, *Cultural Awareness, Grade 8, Grade 11, Graphs, Immigrants, *Instructional Materials, *Mexican Americans, Resource Materials, *Supplementary Education

A basic assumption of this guide is that Mexican American contributions to American culture have gone relatively unnoticed because of lack of recognition by both Mexican Americans and Anglo Americans. In an effort to aid in bringing about greater understanding, various suggestions are offered with the hope that teachers will supplement and improve the curriculum. Basic objectives of the study guide are: (1) to inform students of the rich cultural heritage of the Spanish and Mexican in Southwestern United States; (2) to study the forces that led to Mexican immigration; (3) to develop an understanding of problems due to cultural differences; (4) to recognize Mexican American contributions to society; (5) to make available resources for enrichment or further study of the role of Mexican Americans; and (6) to try to create a better understanding among all peoples. A sample unit emphasizes the reasons for Mexican American immigration, immigration controls, problems encountered by immigrants, their contributions to American culture, and their role in recent wars. Various appendices illustrating the sample unit are included. (CM)

ED 027 127 RC 003 276

Fox, Denver C.

Teachers' Guide to Outdoor Education, Grade VI.

San Diego City Schools, Calif.

Pub Date 66

Note—89p.

Available from—San Diego City Schools, Education Center, Park and El Cajon Boulevard, San Diego, Calif. 92103 (Stock No. 41-C-0900, \$1.25)

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—*Camping, Conservation Education, Dance, Educational Background, Educational Improvement, Educational Methods, Educational Parks, *Grade 6, *Instructional Trips, Off Campus Facilities, *Outdoor Education, Rural Education, Science Education, Summer Programs, *Teaching Guides, Urban Education

The aim of this guide is to aid sixth-grade teachers whose classes participate in the San Diego City and County outdoor education programs. The guide enables the teacher to improve the quality of outdoor education through suggestions for better planning and preparation procedures for the camping experience and for more active student participation during the encampment itself. Ways and means are enumerated by which the outdoor education experience may be extended to add vitality, understanding, and new interests to the regular classroom instructional program. The utilization of a "camp kit," consisting of pictures, maps, pamphlets, and books, in preparation for the outdoor experience, is also described. A related document is RC 003 275. (DA)

ED 027 128 32 RC 003 277

Kleitsch, Russell V.

Teaching English As a Second Language, Grades 7 through 12.

San Diego City Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento; Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—86p.

Available from—San Diego City Schools, Education Center, Park and El Cajon Boulevard, San Diego, Calif. 92103 (Stock No. 41-E-3901, \$0.75)

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—*English (Second Language), Language Programs, Lesson Plans, Mexican Amer-

icans, *Non English Speaking, Oral English, *Pattern Drills (Language), Pronunciation Instruction, *Secondary Education, Second Language Learning, Sentence Structure, *Spanish Speaking

Teaching English as a second language in the secondary schools is emphasized as a means of eliminating the language barrier of non-English-speaking students. The purpose of the publication is to provide guidelines for schools in fulfilling their responsibility of meeting the particular needs of individual Spanish-speaking students. Methods are suggested for classifying students into different levels according to their English proficiency. The English as a Second Language program is characterized in terms of sequence (continuity in instruction) and saturation (total amount of time spent daily in studying), which allow for individual differences of students. Special problems treated are teaching pronunciation and sentence structure, with a supplementary section devoted to oral and reading and writing activities. Sample lesson plans are included to cover various stages of a year's instruction. (CM)

ED 027 129 RC 003 282

Schwarzeweller, Harry K.

Sociocultural Origins and Migration Patterns of Young Men from Eastern Kentucky.

Kentucky Univ., Lexington. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—BULL-685

Pub Date Dec 63

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Aspiration, Educational Background, Employment Patterns, *Family (Sociological Unit), Family Mobility, Males, Migrants, *Migration Patterns, Occupational Mobility, Parent Influence, *Rural Youth, *Social Adjustment, *Sociocultural Patterns

Identifiers—*Kentucky

The project was designed to follow up a specific population of young men from 11 rural counties in eastern Kentucky, who at the time of the study in 1960 had been out of the eighth grade for 10 years. The sample consisted of 307 men taken from eighth grade enrollment lists for the school year 1949-50. The purpose of the study was to investigate differences in sociocultural origins and migration patterns between individuals residing within the eastern Kentucky area and those who had migrated and taken up residence outside that area. The conclusions of the study indicated that most of the men came from very large, rural families with little formal education on the part of the parents, nearly half of the men completed high school, most of the men had all of their formal schooling in eastern Kentucky, and most of the men who left the area did so in the initial stages of the ten-year period. Related documents are RC 003 283 and ED 019 157. (JM)

ED 027 130 RC 003 283

Schwarzeweller, Harry K.

Family Ties, Migration, and Transitional Adjustment of Young Men from Eastern Kentucky.

Kentucky Univ., Lexington. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.; Kentucky Univ., Lexington.

Report No.—BULL-691

Pub Date May 64

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Adjustment Problems, Family Mobility, *Family Relationship, Males, *Migration, Migration Patterns, Occupational Mobility, Rural Family, *Rural Youth, *Social Adjustment

Identifiers—Kentucky

The project was designed to follow up a specific population of young men from a relatively isolated rural area of eastern Kentucky who had been out of eighth grade for 10 years. The sample was drawn from enrollment lists for the school year 1949-50, obtained from 11 counties. The objective of the study was to investigate differences between migrant (youths who had moved to areas outside eastern Kentucky) and nonmigrant segments of the population. Conclusions indicated that the social situation of the migrant was not favorable for replacing family ties, resulting in the migrant's identification more

with the home area than with the urban community; this in turn reinforced the migrant's definition of his situation as one of transiency rather than permanency. Related documents are RC 003 282 and ED 019 157. (JM)

ED 027 131 88 RC 003 290

Allan, Blaine W.

Scheduling.

Clark County School District, Las Vegas, Nev.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date 67

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Curriculum Design, Curriculum Development, *Curriculum Planning, Flexible Scheduling, *Schedule Modules, *Scheduling, School Planning, School Schedules, *Secondary Schools, *Small Schools, Time Blocks

Identifiers—Clark County School District,

*Nevada, Virgin Valley High School

The major topic is the modular scheduling program developed for Virgin Valley High School in Mesquite, Nevada. The concept of modular units in curriculum planning is described with various modular units illustrated graphically. Also included is an example of a hand-generated modular schedule system which is adaptable in schools with a 200- to 33 with a 200- to 300-student population. A bibliography of publications relevant to modular scheduling is appended. The report is disseminated by Title III funds of the Elementary and Secondary Education Act. A related document is RC 003 298. (EV)

ED 027 132 88 RC 003 291

Shared Services: Opportunities for Small Schools.

Clark County School District, Las Vegas, Nev.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [68]

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Board of Education Policy, Educational Problems, Organization, Personnel, *Personnel Needs, Records (Forms), Rural Schools, *Shared Services, *Small Schools, *Student Personnel Services

Identifiers—Clark County School District, *Nevada, Virgin Valley High School

An approach used in the Virgin Valley High School, a small, rural school in Mesquite, Nevada, in finding the solution to shortages of personnel created by involvement in educational changes is discussed. Shared services in a small school are described with relationship to school personnel, community personnel, and other governmental agencies. The major portion of the document is devoted to excerpts from the Clark County School Board Policy Manual on items such as pupil personnel services, school health services, dental hygiene, medication during school hours, guidance programs, special education, speech therapy, and programs for children who are homebound, neurologically impaired, emotionally disturbed, mentally retarded, orthopedically handicapped, visually handicapped, or acoustically handicapped. A concluding section includes records (forms) utilized in several of the programs. This report is disseminated under Title III funds of the Elementary and Secondary Education Act. (SW)

ED 027 133 RC 003 295

Ford, Thomas R., Ed.

The Southern Appalachian Region. A Survey.

Pub Date 62

Note—321p.

Available from—University of Kentucky Press, Lexington, Kentucky 40506 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Area Studies, *Community Change, Economic Factors, *Folk Culture, Geographic Regions, Illustrations, *Migration, Population Distribution, Population Growth, Population Trends, *Rural Areas, Rural Population, Social Change, Surveys, Tables (Data)

Identifiers—*Appalachia

A comprehensive survey of the Southern Appalachians is presented with primary discussion centering around social, cultural, and economic conditions. Background information on the survey is provided. Four main sections are devoted to the changing population, economy, society.

and culture. Major changes in the growth, distribution, and characteristics of the region's population are described. The extent of migration, destinations of migrants, their characteristics, and reasons for leaving are discussed. Also, analysis of migrants' participation in social activity provides some evaluation of their adjustment to demands of urban life. Specialists discuss the more important economic resources in the region, the present state of development, and developmental potential. Social institutions and patterns of social behavior are reviewed, and the preservation of the folk arts and crafts of the Southern Appalachian people is examined. A final chapter looks at the challenge of the region's future. A biographical list of contributors is included. (SW)

ED 027 134 RC 003 297

Obordo, Angelita S.

Status Orientations toward Family Development: A Racial Comparison of Adolescent Girls from Low-Income Rural Areas.

Pub Date Jan 68

Note—107p.; Master's Thesis submitted to Texas A & M Univ., Graduate College, January 1968. Available from—Inter-library loan from Texas A & M Univ. Library, College Station, Texas 77843.

Document Not Available from EDRS.

Descriptors—Aspiration, Caucasians, *Family Attitudes, *Females, Grade 10, Low Income, Negroes, Orientation, *Racial Differences, *Rural Areas, *Status, Teenagers

The general objective of the thesis was to determine whether or not differences existed in the status orientations toward family development held by Negro and white adolescent girls. A secondary objective was to ascertain if social class accounted for any racial differences observed. Data were obtained from a group-administered questionnaire given to high school sophomores in 3 rural, East Texas counties with a high proportion of Negroes and low-income families. The questionnaire contained a set of questions concerning aspirations and expectations toward family development. The conclusions derived were: (1) that race had little effect on the orientations of adolescent girls toward family size and occupational level of the future mate; (2) that race proved to be a significant factor in influencing orientations towards age at marriage, income level of the future husband, and work after marriage; (3) that race had an independent effect on both aspirations and expectations; and (4) that generally aspirations toward particular goals were lower than expectations of such goals. (CM)

ED 027 135 95 RC 003 299

Davis, J. Clark McQueen, Robert

Planning Requirements for Small School Facilities. New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Contract—OEC-1-6-062469-1574

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Acoustical Environment, Building Innovation, Carpeting, *Educational Facilities, Educational Specifications, Flexible Classrooms, *Flexible Facilities, Flexible Lighting Design, Library Facilities, Lighting, Movable Partitions, Multipurpose Classrooms, School Libraries, School Size, *Small Schools, *Thermal Environment

The unique requirements of small school facilities, designed to handle multiple curricular functions within the same operational space, necessitate the creation of educational specifications tying the curriculum to that portion of the facility in which each curriculum component will be implemented. Thus, in planning the facility the major concern should be flexibility, to insure maximum utilization of space as well as complete expansion of curricular activities. Technological advances in design (such as open space plans) and construction materials (such as flooring materials and acoustical treatments) have greatly facilitated the concept of flexible school plants. Advances in the control of illumination and thermal conditions now enable adequate planning for the school environment. Finally, small school libraries should utilize new library technologies

for acquiring, storing, presenting, and retrieving materials, while providing a setting designed for individual instruction, one of the special advantages accruing to students enrolled in a small school system. (DK)

ED 027 136 32 RC 003 301

It Works: Project R-3, San Jose, California.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37040; SPCE-4

Pub Date [68]

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37040, \$0.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, Economically Disadvantaged, Grade 8, Grade 9, Learning Difficulties, *Methodology, *Mexican Americans, Personnel, Program Evaluation, *Readiness, Reading Skills, *Reinforcement, Secondary School Students, Skill Development

Identifiers—Lockheed Missiles and Space Company, *San Jose Unified School District

A project was designed by the San Jose Unified School District and the education division of the Lockheed Missiles and Space Company to treat learning problems experienced by eighth and ninth grade students with underdeveloped reading and mathematics skills. The students were largely Mexican American and were from predominately disadvantaged economic backgrounds. The program, designated R-3, was concerned with student readiness, subject relevance, and learning reinforcement. It consisted of: a special curriculum which interrelated math, reading, and technological skills; a series of field trips; and an inservice training program for the project staff. Sources to contact for additional information conclude the document. (SW)

ED 027 137 RE 001 234

Bruner, Elaine C.

The Distar Reading Program.

Pub Date 5 Apr 68

Note—15p.; Paper presented at College Reading Association conference, Knoxville, Tenn., April 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Beginning Reading, Directed Reading Activity, *Disadvantaged Youth, *Reading Programs, *Reading Readiness, *Remedial Reading, Word Recognition, Word Study Skills

A reading program developed to teach the minimum set of skills which enable children to recognize words as rapidly as possible through direct instruction in left-to-right orientation, blending, rhyming, and sounds is described. The materials for the program consist of teacher presentation notebooks used by the teachers in working with small groups and take-home materials which children complete in class and take home. These materials were first used with four groups of culturally disadvantaged kindergarten children at the University School, University of Illinois, who had IQ's ranging from 75 to 100. The materials were revised and reproduced for tryout by 30 teachers of 1,200 middle-class and disadvantaged children aged 3 to 14 who were mentally and educationally handicapped. To evaluate the program, the teachers were asked to complete objective and subjective evaluation sheets for each lesson and test. (NS)

ED 027 138 RE 001 235

Lance, Wayne D.

Developing Teacher Produced Instructional Materials—Part I.

Pub Date 18 Apr 68

Note—9p.; Paper presented at International Council on Exceptional Children Meeting, New York, April 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Behavioral Objectives, *Criteria, *Instructional Materials, *Special Education Teachers, *Teacher Developed Materials, Teaching Styles, *Trainable Mentally Handicapped

Teacher involvement in the development of instructional materials for Trainable Mentally Re-

tarded (TMR) children and the criteria to be considered in developing these materials are discussed. Among the topics presented are (1) the TMR teacher's awareness of pupil needs, (2) the applicability of materials to teaching style and learning style, (3) the teacher's enthusiasm in trying out the materials, (4) the need for more special materials for the TMR child, (5) the evaluation and modification of materials developed, and (6) the opportunities for pupil involvement. It was concluded that objectives should be stated in operational terms. Materials should be developmental and sequential; should include the theories and principles of learning, should fit the teacher's teaching style and the child's learning style, and should relate to the social level at which the TMR child is functioning. The materials should have intrinsic appeal. A list of references on training the TMR child is provided. (Author/NS)

ED 027 139 RE 001 267

Wardhaugh, Ronald

Is the Linguistic Approach an Improvement in Reading Instruction?

Pub Date 27 Apr 68

Note—21p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Basic Reading, Initial Teaching Alphabet, *Linguistics, Phonemics, Phonetics, Phonics, *Reading Instruction, *Reading Materials, *Reading Programs, Structural Linguistics, Syntax, Transformation Generative Grammar

Selected research studies dealing with linguistics and reading are reviewed under the following headings: (1) claims by linguists, (2) research on phoneme-grapheme correspondences, (3) research comparing linguistic approaches with basal reader approaches, (4) modified alphabets, and (5) syntax studies. It is concluded that the missing dimension in the work done thus far is the linguistic knowledge gained over the last decade. In terms of the topics of current interest to linguists, there is no linguistic approach in reading and definitely no linguistic method. There might be a linguistic perspective which could be applied by teachers to reading instruction. A bibliography is included. (RJ)

ED 027 140 RE 001 290

Cooper, J. Louis

The Causes and Correction of Verbalism in Reading.

Pub Date Apr 68

Note—10p.; Paper presented at College Reading Association conference, Knoxville, Tenn., April 4-6, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Educational Background, *Elementary School Students, Language Experience Approach, Listening, Readability, *Reading Comprehension, Reading Development, Reading Instruction, Reading Interests, Reading Programs, *Reading Skills, *Remedial Reading, Silent Reading

Experience background deficiencies and a combination of several factors contributing to inattention in reading can cause children to be verbalizers. The causes of and some corrections for these two problems are discussed. Since reading is essentially a process of reconstructing one's experiences back to the printed symbols, background deficiencies seriously hamper the reading of middle- and upper-grade students whose reading material has not been purposely selected to represent a familiar environment. As a corrective approach, teachers should identify and clarify unfamiliar concepts. Secondly, a major inattention factor is prolonged exposure to material that is too difficult. This problem can be corrected by providing appropriate reading matter. Another inattention factor is lack of reading purpose. This can be remedied by keeping motive questions before the child and by teaching him to set his own purposes. Poor listening skills also hamper reading, but practice in listening will improve the student's reading ability. Finally, lack of interest is a serious inattention factor. The teacher must be careful to teach reading interest as well as reading skill. References are listed. (BS)

ED 027 141

Dewey, Godfrey

Initial Teaching Orthographies.

RE 001 297

Pub Date 26 Apr 68

Note—20p.; Paper presented at meeting of International Reading Association and Simpler Spelling Association, Boston, April 26, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Graphemes, Initial Teaching Alphabet, Morphemes, *Orthographic Symbols, Phonemes, *Phonemic Alphabets, Phonetics, Reading Processes, *Reading Programs, *Spelling, Spelling Instruction

To achieve its purpose, an initial teaching orthography (i.t.o.) should be as simple in form and substance as possible; it should be phonemic rather than phonetic. The 40 sounds distinguished by Pitman's shorthand and some provision for schwa can serve as a basic code. The symbols can be derived from either of two major sources—standardizing the Roman alphabet by assigning each letter and digraph a single sound or supplementing the Roman alphabet by assigning a constant value to each of the 23 useful letters and by creating 17 or more new symbols. As far as possible, the i.t.o. should have only one symbol per sound and should regard the predominant spellings of traditional orthography (t.o.). The i.t.o. must have a similarity to t.o. that allows immediate readability for those familiar only with t.o. and permits easy transfer for i.t.o. students. An outstanding example of an i.t.o. which supplements the resources for the Roman alphabet is the Initial Teaching Alphabet. An excellent example of a standardizing i.t.o. is World English Spelling. If it can be demonstrated that educational results from the standardizing i.t.o. are comparable with those of the supplementary type, the latter is preferable because of its similarity to t.o. References are listed. (BS)

ED 027 142

RE 001 302

Cameron, Jack R.

Syntax and Semantics in Reading.

Pub Date Apr 68

Note—6p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Classical Literature, *Current Events, Descriptive Linguistics, Language Development, News Media, Radio, Reading Comprehension, *Reading Instruction, *Semantics, *Syntax, Television

Teaching should reflect the facts of current language usage. This descriptive approach, when applied to reading, means that the child's reading education should focus on the realities of daily life. Syntactic analysis in reading has been handicapped by an overemphasis on lexical content at the expense of other syntactic structures. Thus, the student analyzes language in single words. If a broadened concept of syntactic analysis is to become a valid part of the reading program, it must follow the descriptive principle. Classical studies prepare students for the reading of classics but not for reading "Time" magazine or the daily newspapers. The following syntactic and semantic problems are involved in the intelligent reading of a newspaper: (1) headlines and their accuracy in relation to the story, (2) concentration of information in the lead paragraphs, and (3) frequent use of direct and indirect quotations. The reader should be aware of the verbal jugglings of the content possible within these three areas. Another untapped source of dynamic prose material is the spoken word of radio and television. Prose analysis will probably never be popular among students; however, if the material is pertinent, their interest will be greater. (WL)

ED 027 143

RE 001 310

Lillich, Joseph M.

Comparison of Achievement in Special Reading Classes Using Guidance, Skill-Content, and Combination Approaches.

Pub Date Apr 68

Note—11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Classroom Guidance Programs, *Educational Counseling, *Elementary School Students, Reading Interests, *Reading Research, Reading Skills, *Remedial Reading Programs

A study was conducted in six Indiana elementary schools to determine whether there was a significant difference between the scores of remedial reading students on three evaluative tests as applied to the skill-content, guidance, and combina-

tion approaches of teaching reading. The skill-content approach was aimed directly at teaching reading skills. The guidance approach did not specifically include or exclude skills typically included in teaching children in special reading classes; it was concerned with answering pupil questions about reading skills, understanding self, or social and emotional adjustment. The combination approach combined these two methods. The results of the evaluative tests used—the California Reading Test, the Gray Oral Reading Test, and a special reading teacher rating scale—suggested that focusing on guidance provides experiences for students in special reading classes that lead to initially higher performance on reading achievement tests. This student enthusiasm for reading presumably can be followed profitably by the direct teaching of necessary reading skills. Statistical procedures and tables are included in two appendices. (BS)

ED 027 144

RE 001 318

Hayward, Priscilla

Evaluating Diagnostic Reading Tests.

International Reading Association, Newark, Delaware.

Pub Date Mar 68

Note—6p.

Journal Cit—The Reading Teacher; v21 n6 p523-528 Mar 1968

Document Not Available from EDRS.

Descriptors—Critical Reading, *Diagnostic Tests, Group Norms, Phonics, Reading Diagnosis, *Reading Tests, Remedial Programs, Test Interpretation, *Test Reliability

Two types of diagnostic reading tests are described—tests of phonics skills and tests of work-study or critical reading ability. The following criteria for evaluating these tests are suggested: (1) an analysis of the methods used in measuring the component skills and the validity of subscores in designating areas for remedial instruction (the user must know what skills the pupil is expected to demonstrate), (2) an analysis of the reliability coefficients of the subscores (these must be above .90 for individual use), and (3) an analysis of the intercorrelations among subtests (these must be below .65 to warrant differential diagnosis). Because diagnostic tests are used primarily as a means of intra-individual diagnosis, accompanying test norms are not mandatory. The necessity of utilizing knowledge of a child's intelligence scores, scholastic ability, listening comprehension, and arithmetic computation, as well as his diagnostic test scores in planning a remedial program, is emphasized. (BS)

ED 027 145

RE 001 319

Weintraub, Samuel

The Cloze Procedure.

International Reading Association, Newark, Delaware.

Pub Date Mar 68

Note—4p.

Journal Cit—The Reading Teacher; v21 n6 p567, 569, 571, 607 Mar 1968

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, *Readability, *Reading Comprehension, *Reading Level, *Reading Materials, Reading Material Selection, Reading Tests

Several studies on the use of the cloze procedure as a measure of readability and of comprehension are reviewed. These studies showed (1) that the cloze procedure proved a more reliable measure of readability for nonstandard reading materials than the commonly used readability formulas, (2) that cloze tests are valid and reliable predictors of the difficulty level of reading materials, and (3) that scores on comprehension tests correlate highly with cloze readability scores. These findings indicated that the cloze procedure could be used effectively as a measure of readability and of comprehension. The cloze procedure helps teachers adapt the appropriate reading material for a particular pupil or group of pupils and can offer new insights into the reading process. The references used are cited in a bibliography. (NS)

ED 027 146

RE 001 320

Schubert, Delwyn G. Walton, Howard N.

Effects of Induced Astigmatism.

International Reading Association, Newark, Delaware.

Pub Date Mar 68

Note—5p.

Journal Cit—The Reading Teacher; v21 n6 p547-551 Mar 1968

Document Not Available from EDRS.

Descriptors—Attention Span, *College Students, Educational Attitudes, *Reading, Reading Difficulty, *Vision Tests, *Visual Discrimination, *Visually Handicapped, Visual Perception

Identifiers—Los Angeles College of Optometry, Otis Mental Ability Gamma Tests

The relationship of astigmatism to reading and the possible detrimental effects it might have on reading were investigated. The greatest incidence of astigmatism was for the with-the-rule type ranging from .50 to 1.00 diopter. This type of astigmatism was induced in 35 seniors from the Los Angeles College of Optometry by placing cylindrical lenses in front of each subject's eyes. The participants were given the Otis Mental Ability Gamma Tests. The results were as follows: (1) 62.9 percent had blurred or distorted vision, (2) 68.6 percent had adverse psychological effects, the most frequent of which was a desire to retreat from the test situation, (3) 68.6 percent had headaches, (4) clinical observations that astigmatism was the major cause of ocular asthenopia were confirmed, (5) similar letters and words were often confused as a result of blurring and distortion, and (6) minor astigmatic disturbances could induce symptoms which markedly reduced reading ability. References are given. (WSL)

ED 027 147

RE 001 323

Downing, John

British I.T.A. Research.

International Reading Association, Newark, Delaware.

Pub Date Apr 68

Note—7p.

Journal Cit—The Reading Teacher; v21 n7 p640-646 Apr 1968

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Composition (Literary), *Initial Teaching Alphabet, Intermediate Grades, *Orthographic Symbols, Primary Grades, *Reading Instruction, Reading Materials, Reading Research, *Spelling, Teacher Education

Identifiers—London University

The conclusions and recommendations drawn from a 7-year study of the Initial Teaching Alphabet (i.t.a.) made by the Reading Research Unit of London University are reported. The British research showed conclusively that traditional orthography (TO) is a major handicap for teachers and students of reading. Students taught with i.t.a. made significantly greater progress in beginning reading and writing than did TO students. The proposed optimum solution to this problem is the correction of defects in traditional English orthography; research on the practicality of such reform is suggested. The proposed immediate solution is wider use of i.t.a. However, caution is advocated to insure the selection of meritorious ideas and materials which do not sacrifice basic educational values. Although i.t.a. is a definite improvement, it needs refinement; additional research is recommended. References are listed. (BS)

ED 027 148

RE 001 341

Wark, David M.

Designs for Measurement of Status.

Pub Date 25 Apr 68

Note—16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Educational Research, Instrumentation, *Measurement Instruments, Research Design, Research Methodology, *Research Problems, *Sampling, *Test Reliability, *Test Validity

An examination of typical situations concerning the status of a variable is followed by a discussion of the measurement and empirical problems involved in measuring current status. Arguments for more consideration of variability, particularly individual variation, are presented. Among the problems discussed are (1) describing large samples through randomized and controlled sampling, (2) screening subjects into special categories for some special programs, (3) diagnosing an individual's abilities in different skills, (4) establishing a basis for measuring and describing behavioral change, (5) determining the validity and reliability of instruments used and of in-

dividuals tested, and (6) solving empirical problems of motivation, practice effect of multiple testing, disruptive effects on test results, and of the time involved. References are given. (NS)

ED 027 149 RE 001 349

Schutz, Richard E.

Conducting Research in School Systems.

Pub Date 26 Apr 68

Note—13p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Classroom Research, Educational Practice, *Educational Research, Interpersonal Problems, Professional Recognition, *Research Design, *Research Problems, School Administration, Social Values

The problems of conducting research in schools are discussed. Solutions to social psychological problems are suggested, and an improved design for research is recommended. Clearer definition of terminology is recommended to avoid the confusion that can result from ambiguous terms. A research design should be adaptable to the administrative and instructional styles of individual schools. The researcher should observe the proper hierarchy in gaining permission to conduct research and should report results immediately. Deadline dates and specifications of event sequences with names of responsible persons are requisites for successful interpersonal relations. The following steps are recommended to avoid the frequent failure of educational research to improve educational practice: formulation, instructional specifications, component preparation and tryout, product preparation, quality verification, and operations analysis. (BS)

ED 027 150 RE 001 367

McGuire, Marion L.

Assessment of Reading Programs.

Pub Date 25 Apr 68

Note—11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Elementary Grades, Environmental Influences, Phonics, Reading Comprehension, *Reading Programs, *Reading Research, Remedial Programs, *Student Evaluation, Supplementary Reading Materials, Teacher Education Curriculum, Word Recognition

A statewide assessment study of reading programs in Rhode Island is described. Data concerning the history of the primary reading program of the 1965-66 fourth-grade class were gathered; a status study of the reading programs throughout the elementary grades for that year was conducted. Principals' and teachers' opinions on the requirements for a good reading program were surveyed. Data indicated that reading comprehension was more closely related to family income and education than to any facet of the school reading program, that the most effective approach to reading was the whole-word approach with gradual phonics, that remedial work administered during school hours was more successful than that offered during nonschool hours, that a class of 35 students was the maximum size for successful reading achievement, and that students who had used supplementary readers in addition to basal readers achieved better. The status study indicated that the typical reading program was composed of self-contained classrooms of ability grouped children. Approximately 6 weeks of readiness activities were followed by work in basal and supplementary readers. Phonics and study skills were introduced in the primary and middle grades. Principals and teachers expressed the need for reading specialists, remedial teachers, consultants, and teacher training in the teaching of reading. (BS)

ED 027 151 RE 001 457

Krippner, Stanley

Research in Visual Training and Reading Disability.

Pub Date Apr 68

Note—25p.; Paper presented at 21st Annual School Vision Forum and Reading Conference, Cleveland, Ohio, April 1968.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—College Students, Elementary School Students, *Etymology, Experimental Programs, Ophthalmology, Optometrists, *Percep-

tual Development, *Reading Failure, *Reading Improvement, Retarded Children, Vision Tests, Visual Learning, *Visual Perception

Studies of the etiological factors in reading disability and approaches, generally visual-perceptual, to the problem are presented. Krippner's study presents 15 causes of reading disability and reveals poor visual-perceptual skills as the most common cause. The Olson-Mitchell-Westberg study attempts to determine the effects of visual training upon the reading ability of college students. Getman's program stresses the attainment of proficiency in basic developmental processes such as general body movement, eye movement, and visual-perceptual organization. Kephart's approach attempts to orient the child more fully to his environment in order to promote successful perceptual-motor matches. Delacato's method claims to alter the neurological organization through physical activity. Visual training has resulted in improved reading ability, but not all attempts have been successful. Optometrists generally support the visual training approach; most eye doctors see little value in it. This address encourages the proponents of both views to better define their positions, to engage in more fruitful communication, and to conduct more research studies of the effects of visual training on reading improvement. Additional studies, an appendix, and a bibliography are included. (RT)

ED 027 152 RE 001 480

Moody, Barbara J., Ed. And Others

Recipes for Reading: A Teacher's Handbook for Diagnostic and Prescriptive Teaching, or the Reading Teacher's Cookbook.

Cooperative Educational Services Center,

Winsted, Conn.

Pub Date Aug 68

Note—434p.

EDRS Price MF-\$1.75 HC-\$21.80

Descriptors—Basic Reading, *Codification, Corrective Reading, Elementary Grades, *Reading Diagnosis, *Reading Games, Reading Instruction, *Reading Materials, *Reading Skills, Sequential Reading Programs, Supplementary Reading Materials

Identifiers—Elementary and Secondary Education Act, PACE, Projects To Advance Creativity in Education, Title III

A coding system for categorizing reading skills was developed in order to provide manuals for each grade level (preprimer through 6) that would aid teachers in locating materials on a particular skill by page number in a specific text. A skill code key of the skills usually taught at a given reading grade level is based on specific basal test items from the Ginn, Houghton-Mifflin, and Scott, Foresman basal reader tests. These skill code numbers are then used on corrective resources listings (for 14 publishers of basal readers) which provide information location for all skills coded in the unit. A sample diagnostic grouping sheet and skill coding sheets assist teachers in grouping students for instruction. A list of student recreational reading materials is given and supplementary instructional materials and suggested games and activities are provided for each grade level. A professional reading list is included. This research was supported under Title III of the Elementary and Secondary Act. (CM)

ED 027 153 24 RE 001 518

Biom, Gaston E. And Others

Content Analysis and Children's Responses to First-Grade Readers in the United States and Foreign Countries. Final Report.

Colorado Univ., Denver. Medical Center.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0556

Pub Date 15 Oct 68

Contract—OEC-6-10-123

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—*Foreign Countries, Grade 1, Personality Development, Reading Material Selection, *Reading Research, Sociocultural Patterns, *Textbook Evaluation

Motivational aspects of the content of first-grade reading textbooks used in the United States and in several foreign countries, as well as textbooks formerly used in the United States, were explored, using both sociocultural and personality development dimensions in the analyses. Exploration of the nature of reading textbook content and its influence on reading acquisition and on

cultural transmission was accomplished. Among the findings were indications of a lesser degree of masculine-oriented behavior than of feminine-oriented behavior in basal readers, a close approximation of typical basal text suburban characteristics in multiethnic series, and a considerable variance between subject matter of books chosen by children in libraries and that of reading materials used in schools. Stories told by first graders from various socioeconomic and cultural settings were collected for theme analysis, and cross-national studies of first-grade reading textbooks from four countries were conducted. Practical applications of research results included a teachers' selection guide for choosing material for children. An extensive bibliography of supplementary materials related to the investigation and appendixes of coding manuals, attitude sets, and published and unpublished articles are included. (Author/MKD)

ED 027 154 24 RE 001 519

Cleland, Donald L. And Others

Vocalism in Silent Reading. Final Report.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0374

Pub Date 68

Grant—OEG-4-10-056

Note—135p.

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—Basic Reading, *Inner Speech (Subvocal), *Intermediate Grades, *Mechanical Teaching Aids, Reading Achievement, *Reading Research, Retarded Readers, Silent Reading

A project designed (1) to determine the incidence of vocalism during silent reading in intermediate-grade children classified as either reading retardates or achievers and (2) to determine the desirability of this vocalism as an adjunct to the reading process was described. The major conclusions reached were that implicit speech is a natural adjunct of the reading process, that it is a residue of initially learned oral language patterns, and that it is often used as an additional sensory input. Implications drawn from the study were: (1) that no inhibitory measures should be taken to cause a decrement in manifestation; (2) that implicit speech may be a frame of reference for validating written language patterns as consonant with oral language; (3) that organization of an optimal reading environment conducive to maturity is a sound method for causing a decrement in implicit speech manifestation; (4) that a basal program emphasizing phonics does not result in an undue manifestation of recorded implicit speech; and (5) that mechanically presented reading material may result in greater implicit speech manifestation. A bibliography and three appendixes containing raw data, tests used for population identification, and sample myographic materials are included. (Author/MKD)

ED 027 155 RE 001 542

Morrison, Coleman And Others

Staff After-Effects of Participation in a Reading Research Project: A Follow-Up Study of the Craft Project.

City Univ. of New York, N.Y. Div. of Teacher

Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No.—CRP-2677

Pub Date 68

Contract—OEC-5-0570-2-12-1

Note—41p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Administrator Evaluation, *Curriculum Evaluation, *Followup Studies, *Negro Students, *Primary Grades, Reading Instruction, Reading Materials, *Reading Research, Teacher Evaluation, Urban Schools

Characteristics of a reading program sustained 3 years following the conclusion of the original research study were examined to see what methods and materials had been retained in participating schools. These schools were those which had taken part in the CRAFT program in 12 predominantly Negro New York City schools. Results of an inventory of teacher attitudes were compiled and examined for this study. The report includes information on individual teacher reactions, administrative attitudes, and present utilization of experimental methods and approaches. It was found that, after trying several experimental

methods, teachers returned to a basal reader approach, incorporating ideas from the experimental methods. Administrators, after trying heterogeneous grouping, returned to homogeneous grouping with one exception. References and data tables are included. (MD)

ED 027 156

RE 001 545

Williams, Richard P.

Bibliography for Teaching Reading in the Secondary School

New Mexico State Univ., Las Cruces. Bureau of Educational Research.

Report No.—NMSU-BER-10

Pub Date 68

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Bibliographies, Content Reading, Critical Reading, Functional Reading, *High Schools, Individualized Programs, Linguistics, Literature Appreciation, Reading Comprehension, Reading Materials, Reading Programs, *Reading Skills, Reading Speed, Word Study Skills

Included in this bibliography are books, monographs, dissertations, and journal articles of interest to secondary teachers concerned with reading instruction. The materials included in the 955 citations cover a period of publication from 1903 to 1967. Entries are divided into the following categories: (1) critical reading skills, (2) comprehension reading skills, (3) rate building skills, (4) functional reading skills, (5) word analysis skills, (6) appreciation skills, (7) reading in the content areas, (8) instructional materials and methods, (9) reading programs, (10) linguistics and the reading program, and (11) individualized programs. Subdivisions are made within the categories. (MD)

ED 027 157

RE 001 550

Stauffer, Russell G. Cramer, Ronald

Teaching Critical Reading at the Primary Level. Reading Aids Series.

International Reading Association, Newark, Delaware.

Pub Date 68

Note—50p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Critical Reading, Critical Thinking, Directed Reading Activity, Group Dynamics, Group Instruction, Group Reading, Interpretive Reading, Oral Reading, Reading Comprehension, *Reading Instruction, Reading Skills

Emphasis is placed on the need for and techniques in the development of critical reading at the primary level. The following steps for teaching reading as thinking and as acquiring ideas are presented: (1) developing purposes for reading, (2) developing habits of reasoning, and (3) developing habits of testing predictions. Underlying principles include (1) means of identifying purposes for reading, (2) adjustment of reading rate to the nature and difficulty of materials being read, (3) reading observation, (4) comprehension development, and (5) training in the fundamental skills of discussion, further reading, and additional study writing. The aims of directed reading-thinking activities are to teach children the skills of extracting information of predictive value from a given context and to provide, through the group medium, thinking reader behavior that will be useful to pupils doing undirected reading. Illustrations of directed reading activities at grades 1 and 3 are presented. References are included after individual articles. (JB)

ED 027 158

RE 001 551

Viox, Ruth G.

Evaluating Reading and Study Skills in the Secondary Classroom. Reading Aids Series.

International Reading Association, Newark, Delaware.

Pub Date 68

Note—56p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Content Reading, *Evaluation Methods, *Evaluation Techniques, Informal Reading Inventory, Reading Diagnosis, Reading Skills, *Reading Tests, *Secondary Education, Standardized Tests, Study Habits, Testing

Suggestions are made for evaluating reading and study skills in secondary school content subjects. Evaluation procedures include (1) standardized reading tests, (2) teacher-made informal reading tests, (3) inventories of reading and study skills, (4) interest inventories, and (5) teacher observations. Suggestions are made and samples are shown for the development of informal reading tests and inventories in content subjects. Uses of classroom evaluation results are described for lesson planning, student motivation, student understanding, intrafaculty consultation, and teaching techniques for use with students who cannot read the textbook. References are included. (JB)

ED 027 159

RE 001 552

Carlson, Thorsten R.

Current Administrative Problems in Reading. Highlights of the 1967 Pre-Convention Institutes.

International Reading Association, Newark, Delaware.

Pub Date 68

Note—38p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Educational Administration, *Educational Innovation, Educational Research, Evaluation Needs, Government Role, *Inservice Education, Instructional Materials Centers, *Reading Programs, *Reading Research, School Industry Relationship

Five papers concerning administrative problems in reading discuss administrative innovation, reading research, inservice education, and program funding. Forces promoting innovation include the federal government, industry, and educational research, the force which is seen as the basis for progress in education. Learning resource centers, administrative recognition of teaching success, and in-class research are among the eight recommendations included for inservice education. Team enrollment, for both first-grade teacher and school principal, in college reading courses is also emphasized as a means of providing inservice opportunities for both to develop and implement improved reading programs. ESEA/Title I, III, and IV and NDEA/Title XI grants are noted as major sources of program funding, and current programs are described. (RT)

ED 027 160

RE 001 553

Tachow, Horst G.

Junior College Reading Programs. Highlights of the 1967 Pre-Convention Institutes.

International Reading Association, Newark, Delaware.

Pub Date 68

Note—33p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Critical Reading, Evaluation, *Junior Colleges, Reading Diagnosis, Reading Materials, *Reading Programs, Reading Skills, *Teacher Qualifications

Important considerations in planning a junior college reading program are presented. The need for a flexible reading program to meet the varied reading abilities of junior college students is emphasized, and the selection of an experienced, well-prepared reading instructor is seen as being vital to a sound program. Extensive study in the psychology of reading, diagnosis and remediation, counseling, testing and evaluation; practical experience teaching reading; and knowledge of reading research are listed as basic requirements for a junior college reading instructor. An abundance of materials designed to meet individual needs is also a basic necessity. Critical reading and teaching strategies are outlined and discussed. Flexible reading skills, vocabulary improvement, and directed reading lessons are seen as contributing to reading comprehension. References are included. (RT)

ED 027 161

RE 001 554

Russell, Dwane

In-Service Programs in Reading. Highlights of the 1967 Pre-Convention Institutes.

International Reading Association, Newark, Delaware.

Pub Date 67

Note—30p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Inservice Programs, *Reading, Reading Instruction, Teachers

Five papers describe components of an inservice program: (1) the establishment of goals which reflect basic learning principles; (2) necessary components of the total inservice program; (3) the identification and meeting of reading teachers' needs and teacher involvement in planning; (4) inservice programs in the large school; and (5) the description of an existing inservice program in a small school. References are cited for individual articles. (JB)

ED 027 162

RE 001 555

Jenkinson, Marion D., Ed.

Reading Instruction: An International Forum. Proceedings of the First World Congress on Reading Held at UNESCO House, Paris, France, August 8-9, 1966.

International Reading Association, Newark, Delaware.

Pub Date 66

Note—349p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$3.50 to members, \$3.85 to nonmembers)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *International Education, Literacy, Perceptual Development, Reading Comprehension, Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Materials, Reading Readiness, Second Language Learning, Writing

Participants in this conference represented France, Canada, the United States, Denmark, Japan, the United Kingdom, Austria, Norway, Germany, Sweden, Australia, Egypt, India, Israel, Ireland, and Brazil. Each of the 33 articles is printed in the language in which it was delivered (English except for two articles), and each is preceded by short abstracts in English, French, and German. Two introductory articles discuss the future of reading and reading as a world problem. The remainder of the presentations are classified under the following headings: the scope of reading, the concept of reading readiness, developing competence in reading comprehension, provisions made for children who have difficulties in reading, approaches to beginning reading, the perceptual bases of reading, the relationship between systems of writing and the teaching of reading, provision of reading materials, the teaching of reading in a second language, promoting literacy, assessing progress in reading, and the psychological bases of reading. In developing the program, the committee tried to balance topics which suggested the current status of reading in various countries with facets of the reading processes about which there might be divergent opinions. References are included after individual articles. (CM)

ED 027 163

24

RE 001 557

Stauffer, Russell G. Hammond, W. Dorsey

The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction—Extended into Third Grade. Final Report.

Delaware Univ., Newark.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CRP-3276

Bureau No.—BR-5-0596

Pub Date 68

Contract—OEC-6-10-185

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—*Basic Reading, Creative Writing, *Language Experience Approach, Oral Reading, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Reading Tests, Vocabulary Development, Word Recognition, Writing Skills

A comparison of the effects of a Language Arts Approach and a Basic Reader Approach when extended from grades 1 and 2 and applied in 22 third-grade classrooms is presented. The Language Arts or Language Experience Approach utilized children's oral language facility and experiences and their creative writing facility in the development of reading vocabulary, word attack skills, and written communication skills. The Basic Reader Approach utilized basic readers,

studybooks, and teacher's manuals to develop reading vocabulary, word attack skills, and comprehension. Related research was surveyed. Conclusions of the study included: (1) while group tests did not discriminate between the two treatment groups, individually administered tests showed a superior performance by the Language Arts Approach students on word recognition tests and oral reading proficiency; (2) the writings of students in the Language Arts showed the correct use of more words; (3) the children in the Language Arts Approach were more eager to read and made more mature reading choices; and (4) the Basic Reader group was superior only on the Arithmetic Computation subtest. A bibliography of sources consulted and a listing of tests used are included. (JB)

ED 027 164 RE 001 558

Askov, Eunice N.
Development of an Instrument Measuring Attitudes Toward Reading in Primary Pupils.
Pub Date 6 Feb 69

Note—10p.; Paper presented at American Educational Research Association Meeting, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Attitude Tests, Leisure Time, *Primary Grades, *Reading Research, Recreational Activities, *Recreational Reading, *Test Construction

The development of the Primary Pupil Reading Attitude Inventory to measure recreational reading attitudes is described. Twenty second and third graders were interviewed to determine favorite after school and weekend activities. The nine most frequently named activities and three reading activities were then depicted by an artist in separate versions for boys and girls. Each of the three reading pictures was paired with each of the nine nonreading pictures, and 13 choices between two pictures of nonreading activities were included as distractors so that 40 total choices were required. The inventory was administered, and readministered a week later, to 73 second and third graders. A test-retest reliability coefficient was significant beyond the .001 level of confidence. The following fall, to obtain a measure of concurrent validity the test was administered to another group of 94 second and third graders. Their classroom teachers were then asked to select the 10 students with the highest and lowest interest in leisure time reading. A t-test indicated that the means of the two groups were significantly different. Attitude inventory scores and achievement test scores showed no significant correlation. References are included. (CM)

ED 027 165 24 RE 001 560

Niles, Olive S.
Evaluation of Three Methods of Teaching First Grade Reading to Children Likely to Have Difficulty with Reading.

Massachusetts State Dept. of Education, Boston. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-2702

Bureau No.—BR-5-0469

Pub Date 65

Contract—OEC-5-10-084

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Attitudes, Basic Reading, *Beginning Reading, *Childrens Books, Grade 1, Reading Instruction, *Reading Readiness, *Reading Research, *Remedial Reading Programs, Remedial Teachers

Forty first-grade classes were divided into four treatment groups to determine the effectiveness of three reading methods with low ability students. Treatment A subjects used the regular basal program. Treatment B subjects used the same basal program, with the low subgroup receiving additional instruction from remedial reading teachers. Treatment C low subgroups used Houghton Mifflin readiness materials and tradebooks, while the rest of the class used the basal program. Treatment D low subgroups received additional remedial instruction as well as regular classroom instruction with the Houghton Mifflin readiness materials and tradebooks. At the end of the 140-day experimental period, the Stanford Achievement Test, Primary I, Form X, and the San Diego Attitude Inventory were administered to all subjects. Additional testing was done with a random sample. Fifty-three tables

present and compare the data, and eight tables summarize the trends. It was tentatively concluded that use of the Houghton Mifflin materials plus tradebooks instead of basal readers was more effective than either a regular basal program or remedial teacher time spent with the low subgroups. However, the combination of the special materials with remedial teacher time appeared to be more effective than either by itself. (CM)

ED 027 166 RE 001 561

Brickner, Ann And Others
Summative Evaluation of Listen Look Learn Cycles R-40, 1967-68.

Educational Developmental Labs., Inc., Huntington, N.Y.

Report No.—EDL-RI-12

Pub Date Nov 68

Note—51p.

Available from—Educational Developmental Laboratories, Inc., Huntington, N.Y.

Document Not Available from EDRS.

Descriptors—Ability Grouping, Basic Reading, Grade 1, Listening, *Methods Research, Multimedia Instruction, *Reading Achievement, *Student Testing, *Teacher Evaluation, Vocabulary, Word Recognition

Evaluation of Cycles R-40 of the Listen Look Learn Multi-Media Communication Skills System (LLL) is reported. Data were gathered from 26 schools through item analysis of pupil workbook responses, summation of teacher evaluations, and standardized tests. Subjects were first graders in 28 LLL classes and in 28 control classes, using basal reading programs. Teacher and class reactions to LLL, as reported through teacher evaluations, were favorable to the program. Analysis of objective data showed significantly higher scores for those children in the treatment groups, regardless of ability level, on all but two of the subtests considered. It was found that average-ability children using the LLL system scored at almost the same level as high-ability children in control classes. Also, the difference between LLL groups and control groups was most pronounced for the average-ability group. Graphs and data tables are included. (MD)

ED 027 167 RE 001 562

Svagr, Virginia
Teaching Upper Elementary Students With Severe Learning Disabilities.

Oakland Unified School District, Calif.

Pub Date Dec 68

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Arithmetic, Attention Control, Behavior Development, *Dyslexia, Group Dynamics, *Instructional Programs, *Intermediate Grades, *Learning Difficulties, Logical Thinking, Operant Conditioning, Reading Skills, Social Studies, Teaching Techniques, Writing Skills

A program for intermediate-grade children (4, 5, and 6) with severe learning disabilities is described. The typical student involved in the program has been unsuccessful in a regular classroom, has had special help with reading, does not fit the criteria for any special education program, and has average or above-average intelligence. The program objectives, the skills taught, and the teaching methodology are described. Also described are the materials employed, the architectural requirements, and the backup services. A multidisciplinary analysis of the program and evaluation of each student are emphasized. Charts, tables, and a bibliography are included. (RT)

ED 027 168 88 RE 001 563

Herr, Blodwen
Developing a Sense of Sequence—First Grade.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DPSC-66-2195

Pub Date Sep 68

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Curriculum Guides, Federal Aid, *Grade 1, *Instructional Materials, Reading Materials, Student Developed Materials

This ESEA/Title III program was designed to develop a first grader's ability to think of events in correct sequence. Throughout first grade, children are taught sequence by using objects they can see and handle and by using experiences with

which they are familiar. Dramatizing nursery rhymes, relating the sequence in which familiar tasks are accomplished, illustrating stories, and recalling the sequence of events in stories read aloud are included as examples of activities used in the program. (MD)

ED 027 169 RE 001 564

Kavanagh, James F.
Communicating by Language: The Reading Process.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 68

Note—228p.; Proceedings of a conference held in New Orleans, La., Feb. 11-13, 1968.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.75)

Document Not Available from EDRS.

Descriptors—Linguistics, Models, Orthographic Symbols, Reading Failure, *Reading Processes, *Reading Research, Sensory Deprivation, *Speech, Visual Perception, *Written Language

Senior scientists representing a variety of research-oriented disciplines examine the reading process. Among the topics discussed are visual perception, the processing of written information, models for reading and speech, the relationship of spelling to sound, and areas of needed research. Also discussed are the influences of grammatical structures on reading, the nature of writing systems, and the effects of sensory deficits on the reading process. The need for more explicit descriptions and complex models of the reading processes is emphasized. The problems of finding, studying, and doing something for children who don't read are discussed along with the need for matching reading materials as closely as possible to speech. Research with the blind and deaf is seen as a possible source of valuable information regarding the reading process. A bibliography is included. (RT)

ED 027 170 RE 001 565

Telder, Thomas V.
A Learning Center for the Development of Reading and Communication Potential.

Park Ridge Township High School District Number 207, Ill.

Pub Date [68]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Inservice Teacher Education, Learning Specialists, Parent Counseling, Reading Centers, *Reading Consultants, Reading Diagnosis, Remedial Reading, *Remedial Reading Clinics, Remedial Reading Programs

The development of the Maine Township (Illinois) Diagnostic and Remedial Learning Centers, a Title III/ESEA project, is described. The remedial learning centers, located in three elementary school districts and in one high school district, are termed model programs because they are designed to treat pupils in that one school. Each learning center is staffed with a teacher consultant, reading specialists, and a learning disabilities teacher. The teacher consultant makes an initial educational assessment and develops a prescriptive educational program either in the classroom or with the specialists in individual or small group remedial classes. A basic tenet of this program is to provide continual diagnosis while an educational program is in progress. The teacher-consultant may refer the child to the diagnostic learning center for a more extensive multidisciplinary evaluation. Provisions for inservice training are made, including released time for workshops, conferences, and observations. Another phase of this program includes counseling for parents of children with learning difficulties. Future developments of the project are discussed. (CM)

ED 027 171 RE 001 566

Blizemer, Emery P.
1968 Review of Research on College-Adult Reading.

Pub Date 68

Note—48p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-8, 1968.

Available from—National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors—*Adult Reading Programs, *College Programs, *Literature Reviews, Readability,

*Reading Habits, Reading Materials, *Reading Research, Reading Skills, Reading Tests, Research Reviews (Publications), Study

One hundred seventy-nine research reports on college and adult reading are reviewed under five major headings: (1) programs; (2) reading, study, and related habits, traits and skills; (3) influence of reading, study, and related habits and skills; (4) factors influencing reading and other study habits and skills; and (5) testing, readability, newspapers, materials, and other areas. In most instances, the populations, procedures, results, and conclusions are described. Two program studies were national in scope; three were statewide; and one was concerned with nationwide adult basic education programs. Relatively few reports described a specific program, but a considerable number reported the results or evaluations of specific programs. Some evaluated a particular method or methods or compared methods. Several reviewed studies pertinent to the predictive value of reading for college or other academic success. The relationships between various personality traits or characteristics and reading and related skills are described in the section dealing with factors influencing reading. A bibliography is included. (Author/CM)

ED 027 172 RE 001 567

Kirk, Barbara A.
The Relationship of College Reading Programs to Educational Counseling.

Pub Date 68
Note—8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from—National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors—Academic Performance, *Colleges, *Cooperative Programs, *Educational Counseling, Personal Adjustment, Personality Problems, *Reading Improvement, *Study Skills

The way a student studies is a projection of his total personality. Through the content of his approach to studying, some basic personal traits may be dealt with and altered. The relationship between the reading and study skills specialist and the educational counselor is a cooperative one with the reading specialist providing knowledge, information, and techniques while the counselor works with the attitudinal, personal, and emotional material. A potential danger exists when the counselor defaults his responsibility and propels his student into the reading and study skills program, or when the reading specialist goes outside his professional boundaries and assumes the role of a counselor. The necessity of a carefully thought through, planned, tried, and evaluated relationship between the counselor and the reading specialist is emphasized. (RT)

ED 027 173 RE 001 568

Kingston, Albert J.
Areas of Confusion in the Development of a Science of Reading.

Pub Date 68
Note—8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from—1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors—*Models, Psychology, Reading, *Reading Research, *Scientific Attitudes

The field of reading needs to be more carefully delineated, and a scientific language must be developed for two distinct areas of concern: reading behavior and reading pedagogy. Theorists as well as practitioners are needed if reading is to develop into a scientifically based discipline. Finding the relationships of reading behaviors to other types of behavior is also necessary. Psychology offers great promise for such study, but the researcher must decide which psychology offers the best approach to studying reading behavior. Possible models are specific constructs in learning theory and in communication theory. Such basic decisions as whether to approach an investigation in a holistic or molar manner, i.e., examining the responses of the whole organism or studying small fragments of behavior, must be made. Identifying what behaviors or processes are unique to reading ability is suggested as a possible starting point. References are included. (CM)

ED 027 174 RE 001 571

Van Gilder, Lester L. Kania, Joanne
An Adult Illiteracy Pilot Project: The Training of Reading Aides.

Pub Date 68
Note—8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from—National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors—Adult Reading Programs, Functional Illiteracy, *Illiterate Adults, Inner City, *Lay Teachers, Teacher Aides, *Teacher Education, *Tutoring

Sixteen volunteer aides living in inner city Milwaukee were selected according to education (a high school diploma), age (21 years or older), experience working with people, dependability, and availability. They were divided into four groups, and each group was assigned an instructor from the Marquette University reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included evaluation of progress reports and development of planning log books. The aides continued to use the skills and materials acquired in instructing the functionally illiterate, some through working with inner city agencies and the public school system. Two aides were given more responsibility in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given. A list of instructional materials and publishers is appended. (CM)

ED 027 175 RE 001 572

Maxwell, Martha J.
Assessing Skimming and Science Skills Improvement.

Pub Date 68
Note—9p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from—National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors—*College Programs, *Reading Improvement, *Reading Programs, *Reading Skills, Reading Speed, Research Reviews (Publications), *Study Skills

A program for skimming and scanning improvement was developed from college textbook material selected from social sciences, science, and essays and included a section on scanning bibliographies and indexes. Four types of exercises were written for each selection: skimming for the main idea, scanning for details, scanning for words and phrases, and general comprehension for more intensive reading. Finalized forms of the program were tested on students enrolled in rapid reading classes and on students working in an individualized reading laboratory. The findings indicated (1) that many students could not locate main ideas quickly; (2) that students preferred to scan for details rather than skim for major points; (3) that rapid scanning speeds were associated with higher accuracy; and (4) that students would not skim and scan unless they were frantically pushed for time. The student's set or attitude was also found to be a crucial factor. References are included. (Author/CM)

ED 027 176 RE 001 574

Johnson, Joseph Carlton Jacobson, Milton D.
An Investigation of the Interrelationships Among Certain Specific Predictor Variables and Two College Bound High School Student Reading Enhancement Classes.

Pub Date 68
Note—12p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from—National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors—Age Differences, *College Bound Students, Intelligence Differences, Racial Differences, Reading Comprehension, *Reading Improvement, *Reading Programs, Reading Speed, Sex Differences, Socioeconomic Influences, Vocabulary Development

The general reading attainment realized by 44 college-bound senior high school students in a

12-week program was studied. The effects of intelligence, sex, race, high school attended, college board scores, age, college choice, and socioeconomic status on the criterion variables of reading rate, vocabulary, and comprehension were also studied. The Nelson-Denny Reading Test, Forms A and B, was used as pretest and post-test. A controlled reader, tachistoscope, additional rate and comprehension device, programmed and linguistic materials, and various practice materials were used in the program. Significant gains were made in vocabulary and reading rate. Sex, race, socioeconomic status, or school attended did not affect the criterion variables. Initial scores affected all three variables. Gains in comprehension and reading rate were affected by intelligence and total college board scores. The relationship of comprehension gain to college choice approached significance. Tables and references are included. (RT)

ED 027 177 RE 001 575

Green, Donald Ross And Others
Learning to Recognize Words and Letters on a CAI Terminal.

Pub Date 25 Apr 68
Note—16p.; Paper presented at International Reading Association conference, Boston, April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Autoinstructional Aids, Beginning Reading, *Computer Assisted Instruction, *Disadvantaged Youth, Preschool Children, *Reading Research, Sex Differences, Teaching Machines, *Word Recognition

An IBM 1050 AV computer system, including a typewriter keyboard, tape recorder, and slides, was used to teach 4-year-olds word and letter recognition. Three studies explored sex differences in relation to differences in socioeconomic status and learning materials. In experiment 1, 16 disadvantaged children explored the keyboard individually for 6 sessions; then a matching task was presented. Eleven keys with words only were exposed. Experiment 2 expanded these procedures, with 20 disadvantaged children participating in 17 sessions. Ten of these subjects were exposed to letters only; 10, to words only. Boys scored significantly higher than girls on the matching task in experiments 1 and 2. No differences were found between word and letter programs. In experiment 3, 15 middle-class boys and girls participated in 10 exploratory sessions followed by a test. No sex differences were found for the middle-class children. However, the letter program was easier for them. The authors concluded that the computer system used did not react fast enough to hold the attention of the children but that a computer-assisted instructional approach which provides for gross motor responses in lieu of verbal ones is well-suited to disadvantaged children, especially boys. References are included. (CM)

ED 027 178 SE 004 024

Coffey, Warren Chester
Change in Teachers' Verbal Classroom Behavior Resulting From an In-Service Program in Science Education.

California Univ., Berkeley.
Pub Date 67
Note—159p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-4245, Microfilm \$3.00, Xerography \$7.40).

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Science, Grade 1, Grade 2, Grade 3, *Inservice Teacher Education, *Instructional Improvement, *Interaction Process Analysis, Skill Development, *Teacher Education

Identifiers—Facts About Science Test, Read General Science Test, Science-A Process Approach, Sequential Test of Educational Progress, Test on Understanding Science

Investigated was an inservice training program in elementary school science (grades 1, 2, and 3) designed to increase teachers' achievement of relevant performance skills. Attainment criteria were (1) a change in the teachers' verbal classroom behavior, and (2) an increase in the teachers' scientific knowledge and understanding of science. A pretest-post test control group design was used. The experimental group (17 teachers) participated in the inservice program, whereas the control group (19 teachers) did not.

Observations, consisting of tape recordings of four science lessons, were made for each of the 36 teachers prior to the inservice program and were coded into interaction analysis matrixes. A classroom log was maintained during each lesson. Six months after the summer training program, the observation procedure was repeated. Results indicated that inservice training programs to change teacher verbal classroom behavior are feasible and can be accomplished by local educational agencies at a modest financial level of support. (RS)

ED 027 179 SE 004 664

Blackwood, Paul E. Porter, T. R.
How to Evaluate Science Learning in the Elementary School.

National Science Teachers Association, Washington, D.C.

Report No.—471-14564

Pub Date 68

Note—8p.

Available from—NEA Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.35).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Curriculum Evaluation, *Educational Objectives, *Elementary School Science, *Evaluation, Science Education, Scientific Attitudes, Self Concept, Self Evaluation, Skill Development, *Student Evaluation, Teacher Evaluation

Identifiers—National Science Teachers Association

Discussed are generalizations, criteria, and techniques for student and teacher evaluation in elementary school science. Part 1 relates examples of evaluative activities in first, fifth, and sixth grade classes and briefly discusses them relative to two important evaluative questions. These are: (1) Are the evaluative activities related to the objectives of the science lessons? (2) What is the purpose of the evaluation? Part 2 emphasizes that the purposes for science teaching must be clear and discusses three objectives commonly accepted for elementary science programs. These are (1) to help children acquire knowledge about the universe, (2) to help children develop the attitudes and values that are compatible with science, and (3) to help children learn the methods of discovery, the skills of inquiry, the procedures of scientists, the ways of finding out about the natural world, and the ways of solving problems. Part 3 discusses the use of behavioral objectives as an avenue for evaluating the objectives discussed in Part 2. Various examples of instruments for evaluating student growth are included. A teacher self-evaluation checklist is also provided. (DS)

ED 027 180 SE 004 842

National Center for School and College Television
News Supplement Number 6, Television in Science Education.

National Center for School and Coll. Television, Bloomington, Ind.

Pub Date 67

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Conference Reports, *Elementary School Science, *Instructional Materials, *Instructional Media, *Instructional Television, Science Education, *Secondary School Science, Television

Identifiers—National Center for School and College Television

This Newsletter concerns the National Center for School and College Television's Conference on television in science education. The Conference was conducted to assess television materials being offered in science in an effort to stimulate the development of increasingly effective television materials for the nation's schools. Part 1 is a status report of science telecourses being offered in the U.S. during 1966-67 school year. The courses are categorized under curriculum usage level and the information provided includes grade emphasis, frequency of transmission, and whether the telecourses are recorded or unrecorded. Part 2 is an overview of the discussion among the 11 science and television authorities who participated in the conference. The topics subjected to critical analysis are (1) the use of the medium, (2) the quality of the television teaching, (3) the content of lessons, (4) the validity of television as an instructional medium,

and (5) the objectives of televised instruction. Part 3 lists science telecourses in current usage. The information provided includes (1) the telecourse title, (2) the producer, (3) the production location, (4) the grade level, (5) the number of lessons, (6) the lesson length, and (7) the frequency of production. (RS)

ED 027 181 SE 004 856

Hawkinson, Lawrence Drew

The Contributions to the Secondary Mathematics Curriculum of Three Schools in the Philosophy of Mathematics.

Stanford Univ., Calif.

Pub Date 67

Note—293p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-6515, Microfilm \$3.80, Xerography \$13.30).

Document Not Available from EDRS.

Descriptors—*Curriculum, Educational Programs, Fundamental Concepts, *Logic, *Mathematics, *Mathematics Education, Philosophy, Programs, Secondary School Mathematics

This study has been undertaken for the purpose of encouraging secondary school mathematics teachers and curriculum workers to focus increased attention upon the philosophical aspects of the foundations of their subject. The literature was searched and fundamental concepts in mathematics, which were judged to have philosophical bases and which were treated in courses in the secondary school, were identified. Each concept was analyzed for its philosophical assumptions, including the interpretations given by three schools of philosophy of mathematics. This study indicates that significant parts of the foundations of mathematics have philosophical bases which can be identified and can contribute to a needed clarification of terms and concepts for use in secondary school mathematics. (RP)

ED 027 182 SE 004 858

Kilpatrick, Jeremy

Analyzing the Solution of Word Problems in Mathematics: An Exploratory Study.

Stanford Univ., Calif.

Pub Date 67

Note—179p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-6442, Microfilm \$3.00, Xerography \$8.20).

Document Not Available from EDRS.

Descriptors—Grade 8, Grade 9, Instruction, *Learning, *Mathematics, Mathematics Education, *Problem Solving, *Secondary School Mathematics

This study attempted to develop a system for analyzing the processes students use in solving word problems and to investigate the relationships of these processes to other behavioral measures. The subjects in this study were 56 students of both sexes who had above average mental ability and who had just completed the eighth grade from two junior high schools. The students were interviewed individually and asked to think aloud as they solved a battery of mathematical problems. Among the findings of this study are the following: (1) measures of quantitative ability, mathematics achievement, word fluency, general reasoning, and a reflective conceptual tempo were positively correlated with using equations in solving word problems; (2) attitudes toward mathematics was uncorrelated with the coding system variables, as were, in general, self-report measures of plans for the future; and (3) although deduction was used more frequently than trial and error in solving word problems, the former was likely to result in an incorrect solution. (RP)

ED 027 183 SE 004 876

Whittington, Russell, Jr.

A Study of the Factors Conditioning College Mathematics, 1890-1945.

North Carolina Univ., Chapel Hill.

Pub Date 67

Note—227p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-6779, Microfilm \$3.00, Xerography \$10.35).

Document Not Available from EDRS.

Descriptors—*College Mathematics, *Curriculum, Curriculum Development, Learning, Mathematics, *Mathematics Education, Objectives, Teaching

This study attempted to determine (1) the nature of the influences conditioning college mathematics, (2) the impact of these influences, and (3) the changes which seem to have resulted during three chronological periods from 1890 to 1945. For each period of the study certain basic questions were investigated (1) learning theory in the teaching of mathematics, (2) the college entrance requirements, (3) the aims of instruction, (4) the effect of conservative factors, (5) the effect of war, (6) the nature of the instruction in mathematics, (7) the arrangement of topics, and (8) the revision of content. Among the major conclusions of the study are the following: (1) there was a decline in mental discipline as an aim of instruction accompanied by an increased emphasis on cultural and utilitarian aims, (2) new developments in experimental psychology were reflected in attempts to improve instruction and in the selection and arrangement of content, (3) conservative forces inhibiting change were formed from the interaction of tradition, faith in mental discipline, and inertia, (4) increased emphasis on research led to specialization and growth of mathematical knowledge, and (5) efforts were made to alter the content of the courses by including more applications, making the content more rigorous, and omitting obsolete material. (RP)

ED 027 184 SE 005 000

Goldwaite, Daniel Thaddeus

A Study of Micro-Teaching in the Preservice Education of Science Teachers.

Ohio State Univ., Columbus.

Pub Date 68

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—Biology, Chemistry, Doctoral Theses, Effective Teaching, General Science, *Instruction, *Microteaching, Physics, *Secondary School Science, Student Teaching, *Teacher Education

Identifiers—The Ohio State University

The effectiveness of microteaching techniques for improving presentation of science demonstrations by preservice science teachers was investigated. Three groups of students of ten members each were randomly selected from professional education courses for science teachers. Group A students presented two trials of two different demonstrations. Each presentation was video-taped and replayed immediately for the student making the presentation. Students in the micro-class verbally critiqued each presentation, evaluation it by means of an instrument developed for the study. Group B students were participants in four or more classes but did not perform demonstrations. Those in Group C were not involved in the microteaching experiences. The following quarter each student in Groups A, B, and C were evaluated while presenting demonstrations to classes in their secondary school practice teaching assignments. Results showed more increase in effectiveness between the first and second trials of the second demonstration than between the first and second trials of the first demonstration in the micro-class. It was also concluded that students who were members of the micro-classes presented better demonstrations when teaching than those who taught micro-classes. (DH)

ED 027 185 SE 005 104

Bradberry, Helen Styles

A Study of the Participants in the 1959-60 and 1960-61 Academic Year Institutes Sponsored by the National Science Foundation at Six Southeastern Universities.

Georgia Univ., Athens.

Pub Date 67

Note—95p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-16204, Microfilm \$3.00, Xerography \$4.80).

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Inservice Courses, Inservice Education, *Inservice Programs, *Inservice Teacher Education, Mathematics Teachers, Program Effectiveness, *Program Evaluation, *Science Institutes, Science Teachers, Secondary School Mathematics,

Secondary School Science, Secondary School Teachers, Teacher Characteristics, *Teacher Education

Identifiers—Academic Year Institutes, National Science Foundation

Questionnaires sent to participants and their principals were used to evaluate the academic year institute programs attended by 572 secondary teachers of science and mathematics at selected Southeastern universities. Some 348 participants responded. Of these 148 were no longer teaching at the secondary level. More than two-thirds of the respondents had revised course content, made significant changes in teaching methods, or had accepted such additional responsibilities as department chairmen or curriculum coordinators. It was concluded that these institutes gave teachers the opportunity to obtain additional subject matter knowledge and helped increase participants' skill in teaching. (GR)

ED 027 186

SE 005 115

Crossdale, William

Machines, Materials, and Energy: A Source Book for the Modern Elementary School Science Program of the Science Manpower Project.

Columbia Univ., New York, N.Y.

Pub Date 66

Note—324p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-10285, Microfilm \$4.15, Xerography \$14.65).

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Doctoral Theses, *Elementary School Science, *General Science, *Instructional Materials, *Teaching Guides

Identifiers—Science Manpower Project

This source book consists of four parts. Part One, an introduction and overview, deals with the need for establishing new science programs and shows the relationship of the source book to the K-12 science program of the Science Manpower Project. Part Two consists of three chapters written for use in grades K-3: "Simple Machines," "Heart and Temperature," and "Energy and Energy Sources." Part Three consists of the following chapters designed for use in grades 4-6: "Water and Water Supply," "Simple Electronics," and "Flight in Air and in Space." Part Four, a bibliography for both children and teachers, lists recommended books and audiovisual materials. (BC)

ED 027 187

SE 005 159

Pershner, Frank Richard

The Effect of Industrial Arts Activities on Science Achievement and Pupil Attitudes in the Upper Elementary Grades.

Texas A and M Univ., College Station.

Pub Date 67

Note—182p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-9802, Microfilm \$3.00, Xerography \$8.40).

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement, *Curriculum, Doctoral Theses, *Elementary School Science, Grade 4, Grade 5, Grade 6, *Instruction, Program Descriptions, Student Attitudes, Teaching Procedures

Determined was the effectiveness of integrating industrial arts activities with the teaching of science in fourth, fifth, and sixth grades. Lessons plans and a list of related industrial arts activities were developed to enhance student achievement in the areas of electricity and machines by integrating related industrial arts activities with science units over the period of one semester. Fourth and fifth grade pupils in the integrated course made significant gains in achievement on the electricity unit over students who were taught in the conventional, separate-subject way. No differences were detected on the machines unit. Subjective responses indicated that such integration may result in (1) the enrichment of the elementary science program, (2) better visualization of science concepts through construction activities, and (3) more effective accomplishment of the aims of teaching elementary science when integrated with industrial arts. Integration of related industrial arts activities seemed to add an important dimension to successful instruction in science at elementary school level. (GR)

ED 027 188

Shank, Russell

Physical Science and Engineering Societies in the United States as Publishers, 1939-1964.

Columbia Univ., New York, N.Y.

Pub Date 66

Note—447p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 6705836, Microfilm \$5.70, Xerography \$20.25).

Document Not Available from EDRS.

Descriptors—Administrative Policy, Doctoral Theses, *Engineering, Financial Support, *Information Dissemination, *Physical Sciences, *Professional Associations, *Publications

Identifiers—American Chemical Society, American Nuclear Society, American Society of Lubrication Engineers, American Society of Mechanical Engineers

The study attempted to (1) identify and delineate the factors that influence engineering and physical science organization publishing activities in the United States between 1939 and 1964, (2) describe the effects of these influences on the publishing activities and publications of organizations, and (3) to assess the role of the organization as an agent in the communication and control of scientific and technical information.

Six organizations were examined: American Chemical Society, American Society of Chemical Engineers, American Nuclear Society, American Society of Lubrication Engineers, and the Mineralogical Society of America. Six elements of major influence in shaping organization publishing activities are reported. Some other major findings were (1) traditional authority of editors, reporting forms, and styles remained, (2) the distribution of scientific and technical papers in journals remained the chief publishing activity of organizations and the only one common to all, (3) organizations have not been inventive of new methods and systems of communicating and storing information, and (4) financial support for organizational publishing activities shifted sharply toward institutional support through advertising, higher institutional dues, and higher subscription rates. (BC)

ED 027 189

SE 005 424

Spice, J. E.

Nuffield Science Teaching Project, Physical Science Course, Progress Report.

Nuffield Science Teaching Project, Winchester (England). Physical Science Course.

Pub Date Jun 68

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Curriculum Development, Instructional Materials, International Education, *Physical Sciences, *Secondary School Science, Student Enrollment

Identifiers—England, Nuffield Science Teaching Project

This progress report provides information about the Nuffield Science Teaching Project activities related to the development of a physical science course. Included is information concerning the schools involved in the project, student enrollment figures, and certain student characteristics. Sections are devoted to discussions of teaching the course, the cost of the course, the A-level examination, and final publication form of the teachers' guide and pupils' materials. Two essays entitled "Is Physical Science Teachable" and "University Reactions to Physical Science" are also presented. (BC)

ED 027 190

SE 005 759

Kirchner, Joy Miller

Health and Safety Education in University Extension Division Programs.

Indiana Univ., Bloomington.

Pub Date 68

Note—388p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-9172, Microfilm \$4.95, Xerography \$17.55).

Document Not Available from EDRS.

Descriptors—*Adult Education, *College Science, Doctoral Theses, Educational Programs, Extension Education, *Health Education, Program Development, *Safety Education

Identifiers—American College Health Association, National University Extension

Universities and colleges having extension programs in 1964 were surveyed. A need for health and safety education through courses, institutes, workshops and non-credit continuing education was found. Other findings included the following: (1) an increase in the supply of professionally prepared teachers of health and safety education is essential to expand the field, (2) such teachers need more contact with basic principles, practices, and research in adult education, (3) a notable lack of coordination exists between various phases of the university health and safety program such as health services, mental health services, and environmental health and safety, (4) inadequate provision exists for informal health and safety education, (5) extension students and other community personnel are seldom used in planning execution, or evaluation of health and safety education programs in extension. (GR)

ED 027 191

SE 005 767

McLendon, Alvin Lee

Programmed Laboratory Instruction for Non-Science Curricula Students in College Physics.

Auburn Univ., Ala.

Note—191p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-13499, Microfilm \$3.00, Xerography \$8.80).

Document Not Available from EDRS.

Descriptors—*College Science, Doctoral Theses, General Education, *Individual Instruction, *Instruction, *Physics, *Programmed Instruction, Science Activities, Undergraduate Study

Evaluated was the effectiveness of programmed materials developed to present elementary college physics experiments in mechanics to non-science college majors. The group working with the materials were compared with a group receiving instruction in a conventional lecture-demonstration situation. No significant differences were detected between the groups on a final examination, a laboratory performance test, and a written laboratory test. Inferences drawn included (1) tactile training can be merged effectively with programmed learning, (2) manipulative skills can be taught effectively with programmed materials, (3) laboratory performance tests increase the variability of the grades and are effective research instruments in evaluating instructional outcomes, and (4) students participate equally as well in class and laboratory activities when using programmed materials for laboratory instruction as when instructed in the laboratory by a conventional method. Subjective evaluations indicated favorable student reactions to the method, less confusion in the laboratory, better individual work, and little evidence of boredom and monotony. Moreover, it was felt that manipulative responses of the students gave the instructor feedback for laboratory learning effectiveness. (GR)

ED 027 192

SE 005 770

Rothman, Arthur Israel

The Relationship Between Responses to Science Concepts on a Semantic Differential Instrument and Achievement in Freshman Physics and Chemistry.

State Univ. of New York, Buffalo.

Pub Date 68

Note—136p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-12453, Microfilm \$3.00, Xerography \$6.60).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Attitudes, *Attitude Tests, Chemistry, *College Science, Doctoral Theses, Physics, *Prediction, Student Attitudes, Undergraduate Study

Identifiers—New York Regents Scholarship Examination

Students taking freshman physics and freshman chemistry at The State University of New York at Buffalo (SUNYAB) were administered a science-related semantic differential instrument. This same test was administered to physics and chemistry graduate students from SUNYAB and the University of Rochester. A scoring procedure was developed which produced a six-score profile for each subject. Three indices of profile similarity were calculated linking each of the undergraduate subjects to an appropriate criterion profile. The criterion profiles were generated from the graduate physics and graduate chemistry semantic

tic-differential test results. Regents Scholarship Examination (RSE) total scores for each of the undergraduate subjects were also obtained. Multiple regression analysis was used to relate the six semantic differential scores, the three profile similarity indices, and the RSE variable, in various combinations, with a suitable criterion of success; namely, first semester grades in freshman physics and chemistry. The study indicates that relationships, other than I.Q. scores, are capable of predicting academic success. (BC)

ED 027 193

SE 005 774

Darnowski, Vincent S.

Three Types of Programed Learning and the Conventional Teaching of the Nuclear Chemistry Portion of the High School Chemistry Course.

New York Univ., N.Y.

Pub Date 68

Note—381p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-11785, Microfilm \$4.90, Xerography \$17.35).

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement, *Chemistry, Doctoral Theses, Evaluation, *Instruction, Instructional Materials, *Programed Instruction, Programed Materials, Retention, *Secondary School Science

Compared was the learning and retention of facts and principles of nuclear chemistry in the high school chemistry course using three forms of programed materials, and the conventional lecture-demonstration method of teaching. Groups using the programs gained significantly more than the control group, and among the three forms of programs, the group using either of the linear forms. The control group, however, showed significantly greater retention of facts and principles than any of the groups using programed materials. (GR)

ED 027 194

SE 005 891

Dils, R. E. And Others

Report of the Action Committee on Natural Resources.

Commission on Undergraduate Education in Biological Science.

Spons Agency—Commission on Education in Agriculture and Natural Resources, Washington, D.C.

Pub Date Oct 67

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Biological Sciences, *College Science, Conference Reports, *Curriculum, Mathematics, *Natural Resources, Physical Sciences, Undergraduate Study

Identifiers—Commission on Undergraduate Education

This report deals primarily with education in the biological sciences as a part of the training of the natural resource specialist and secondarily with the mathematics and physical science aspects of his training. The first part of the report presents the rationale for the proposed program. The proposal calls for a two-year core program. The first year is to include fundamentals of biology with equal emphasis on the study of plants and animals. The second year includes genetics, physiology and ecology using the concepts and principles of the first year as building blocks. Ecology is stressed as fundamentally important. A suggested outline for study in ecology is presented in the appendix. The report briefly discusses training beyond a two-year program. Recommendations for training in mathematics and the physical sciences are then presented with detailed outlines of the content to be covered in calculus, probability, linear algebra, and biometrics. (BC)

ED 027 195

SE 006 056

Berggren, Willard F.

Guidebook for Engineering Newcomers to the United States of America With a Word to Employers.

Engineering Manpower Commission, New York, N.Y.

Pub Date Dec 68

Note—61p.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, New York 10017 (\$3.00).

Document Not Available from EDRS.

Descriptors—Engineering, *Engineers, *Guides, *Immigrants, Legal Problems, Professional Recognition

Identifiers—Engineering Manpower Commission of Engineers, Joint Council

This guidebook is intended to assist engineers and applied scientists who have recently entered the United States to accept professional employment or to undertake graduate study. It is not intended to encourage professional people to leave the country in which they now practice, but rather to welcome and advise engineers who have already made this decision. The book has five main chapters and an appendix. Chapter one discusses professional opportunities and recognition. Chapter two discusses the area of working conditions and the problems of professional adjustment. Chapter three is entitled "You and Your Family in a United States Community." Chapter four answers legal and welfare questions. Chapter five is entitled "A Word to Employers." Included in the appendix is information on salaries, professional societies, vocabulary and slang, conversion units, and other information. (BC)

ED 027 196

SE 006 059

Thwaites, Bryan

The School Mathematics Project Director's Report 1966/67.

School Mathematics Project, Hampstead (London).

Pub Date Oct 67

Note—30p.

Available from—The School Mathematics Project Office, Westfield College, Hampstead, London, N.W.3, England

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Curriculum, *Curriculum Development, Curriculum Guides, *Elementary School Mathematics, Instructional Materials, *Mathematics, *Secondary School Mathematics

Identifiers—England, The School Mathematics Project

This project report is concerned with the varied activities of the School Mathematics Project (SMP) for 1966-67. The activities reported on include (1) the publication program of students' texts and teachers' guides, (2) the development of texts and examinations for the Main-school course, the O-level course, and the A-level course, and (3) the overseas projects of East Africa and America. The report concludes with chapter titles of publications of SMP and notes and syllabuses regarding the content of the various examinations. (RP)

ED 027 197

SE 006 182

Balzer, Abe LeVon

An Exploratory Investigation of Verbal and Non-Verbal Behaviors of BSCS Teachers and Non-BSCS Teachers.

Ohio State Univ., Columbus.

Pub Date 68

Note—242p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-15283, Microfilm \$3.75, Xerography \$11.05).

Document Not Available from EDRS.

Descriptors—*Biology, Doctoral Theses, Instruction, *Interaction Process Analysis, Laboratory Procedures, *Secondary School Science, *Teacher Behavior, Teacher Characteristics, Teaching Procedures, *Verbal Communication

Identifiers—Biological Sciences Curriculum Study

Developed was a category system for systematic observation of the verbal and non-verbal behavior of high school biology teachers in both classroom and laboratory situations. This system was used to study the similarities and differences existing between the Biological Sciences Curriculum Study (BSCS) and non-BSCS teachers. Individual teachers differed significantly with respect to laboratory management, control, release, scientific process, facilitating communication, and negative affectivity, but no significant differences were found between the two groups. Scientific process for the two groups approaches significance at the .05 level; it was evident from inspection that BSCS teachers were higher in scientific process behaviors than non-BSCS teachers. Findings indicated that non-verbal behaviors influenced the learning situation in some 65 per cent of all teacher behaviors studied. (GR)

ED 027 198

SE 006 184

Bolger, Philip Albert

The Effect of Teacher Spanish Language Fluency Upon Student Achievement in a Bilingual Science Program.

Saint Johns Univ., Jamaica, N.Y.

Pub Date 67

Note—147p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-3813, Microfilm \$3.00, Xerography \$7.00).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Bilingual Students, Doctoral Theses, Educational Programs, Grade 7, *Instruction, *Secondary School Science, *Urban Schools

Identifiers—New York City

The effects of two different types of bilingual science instructors upon student science achievement in a bilingual science program were investigated. The influence of student bilingual dominance upon science criterion scores were used to determine program success and teacher effectiveness. Sixteen selected junior high schools in New York City with large percentages of Hispanic-background students were selected for the study. In each school there was one seventh grade class taught in Spanish and English, and one control class taught in English. Nine schools had fluent Spanish speaking science teachers; the seven other schools had science teachers familiar with, but not fluent in, Spanish. Students were randomly assigned to experimental and control classes and were tested for initial science ability and bilingual dominance, and were post-tested for science achievement. Results indicated that bilingual classes taught by teachers fluent in Spanish made significantly better achievement gains than bilingual classes taught by non-fluent teachers. (BC)

ED 027 199

SE 006 185

Brandt, Dorothy Pauline

The Development and Evaluation of an In-Service Program in Social Studies and Science for First-Grade Teachers.

Texas Univ., Austin.

Pub Date 67

Note—243p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-4245, Microfilm \$3.15, Xerography \$11.05).

Document Not Available from EDRS.

Descriptors—Culturally Disadvantaged, *Curriculum, Doctoral Theses, Educationally Disadvantaged, *Elementary School Science, Grade 1, *Inservice Teacher Education, Mexican Americans, *Social Studies, *Teacher Education

Developed and evaluated was an inservice education program for first grade teachers teaching an experimental program in science and social studies. The program, developed for use with disadvantaged Mexican-American children, was designed to promote language development. Achievement of children in experimental groups taught by teachers who had participated in the inservice program was compared with that of children in three control groups taught by teachers who had no inservice training. The first group was taught the experimental program, the second was taught the district social studies and science curriculum in self-contained classrooms, and the third was taught the district program in a team-teaching situation. Six achievement areas -- word knowledge, word discrimination, reading, total reading, arithmetic and total achievement -- were analyzed. Significant differences favored the experimental group over controls two and three, but no significant differences were found between the experimental and the first control group. (GR)

ED 027 200

SE 006 190

Cook, Robert Earl

The Effect of Teacher Methodology Upon Certain Achievements of Students in Secondary School Biology.

Iowa Univ., Iowa City.

Pub Date 67

Note—99p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-912, Microfilm \$3.00, Xerography \$5.00).

Document Not Available from EDRS.

Descriptors—*Achievement, *Biology, Critical Thinking, Doctoral Theses, *Instruction, Interaction Process Analysis, *Secondary School Science, *Teacher Characteristics
 Identifiers—Biological Sciences Curriculum Study, Iowa Test of Educational Development, Processes of Science Test, Watson-Glaser Critical Thinking Appraisal

The effects of certain teaching methods upon the development of critical thinking skills, an understanding of science and scientists, and knowledge of subject matter were investigated. An analysis of covariance and rank correlation between teacher behavior patterns and particular student outcomes on the "Watson-Glaser Critical Thinking Appraisal, Form Zm," "Processes of Science Test, Form A," and the "Biological Sciences Curriculum Study Comprehensive Final Examination" were made. Eight teachers using the Biological Sciences Curriculum Study "Molecules to Man" were randomly selected from teachers using these materials in eastern Iowa. Teacher behavior was assessed by using the Flanders' Interaction Analysis Scale. The findings support the notion of the central importance of the classroom teacher in influencing student outcomes and that direct teachers can cause students to learn subject matter equally as well as indirect teachers. Other findings are also reported in the study. (BC)

ED 027 201

SE 006 193

Evans, Thomas Parker

An Exploratory Study of the Verbal and Non-Verbal Behaviors of Biology Teachers and Their Relationships to Selected Personality Traits.

Ohio State Univ., Columbus.

Pub Date 68

Note—276p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-15317, Microfilm \$3.55, Xerography \$12.60).

Document Not Available from EDRS.

Descriptors—*Biology, Doctoral Theses, Evaluation, Instruction, *Interaction Process Analysis, *Secondary School Science, Student Behavior, *Teacher Behavior, Teacher Characteristics, Teaching Procedures, *Verbal Communication
 Identifiers—Guilford-Zimmerman Temperament Survey

Developed was a category system for first-hand systematic observation of the verbal and non-verbal behavior of high school biology teachers in both classroom and laboratory situations. This was used to investigate correlations between selected personality traits and the verbal and non-verbal behaviors of high school biology teachers. Some significant positive correlations between selected personality traits like (1) General Activity, (2) Restraint, (3) Ascendancy, (4) Sociability, (5) Emotional Stability, (6) Objectivity, (7) Friendliness, (8) Thoughtfulness, (9) Personal Relations, and (10) Masculinity and certain verbal and non-verbal teacher classroom behaviors were found. (GR)

ED 027 202

SE 006 201

Himmel, Keith LaVern

The Number of Years of High School Science as a Predictor of First Year College Success Compared with Other Predictors.

Montana State Univ., Bozeman.

Pub Date 67

Note—113p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-2911, Microfilm \$3.00, Xerography \$5.60).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *College Students, Doctoral Theses, *Prediction, *Secondary School Science

Identifiers—Fayette, Iowa, Upper Iowa University
 The number of years of high school science taken by students was selected as a criterion upon which to base prediction of first year college success as measured by the cumulative college grade point. A sample of 498 students, who were enrolling in college for the first time, were selected from the student body at Upper Iowa University. The number of years of science taken by a student in high school had a .24 correlation in predicting college grade point. High school grade point had a .60 correlation. The high school science grade point had a .56 correlation with college success and the ACT composite

score had a correlation of .44. A major conclusion developed from the study was that past performances is, thus far, the best predictor of academic success in college. (BC)

ED 027 203

SE 006 206

Joslin, Paul Harold

A Comparison of a Team Approach and a Conventional Approach on Achievement in High School Biology.

Rochester Univ., N.Y.

Pub Date 68

Note—175p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-4245, Microfilm \$3.00, Xerography \$8.00).

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement, Biology, Comparative Analysis, Doctoral Theses, Grade 10, *Instruction, *Secondary School Science, *Team Teaching

Identifiers—Sequential Test of Educational Progress

Investigated was a team approach for teaching high school biology. Students in six high schools in New York state were involved in the study. Achievement gains on tests were compared between students in team approach classes with students in conventional classes. Few differences were observed between groups and many of these were contradictory. It was impossible to attribute the differences solely to the effect of treatment. It was concluded that team teaching did not result in higher academic achievement as defined by the tests used. (GR)

ED 027 204

SE 006 209

Korth, Willard William

The Use of the History of Science to Promote Student Understanding of the Social Aspects of Science.

Stanford Univ., Calif.

Pub Date 68

Note—65p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-15069, Microfilm \$3.00, Xerography \$3.60).

Document Not Available from EDRS.

Descriptors—Biology, *Curriculum Development, Doctoral Theses, *Instruction, *Science History, Scientific Attitudes, *Scientific Enterprise, Scientific Literacy, *Secondary School Science
 Identifiers—Test on Social Aspects of Science

Six classes of biology students studied a two-week unit based on a case history of the cell theory. The change produced in pupils' conceptions of the social aspects of science was assessed using the "Test on Social Aspects of Science." This contains statements based on a theoretical model of the social aspects of science developed by reviewing relevant literature. The experimental treatment had an effect on promoting an understanding of social aspects of science in the areas dealing with the interaction between science and society and science as a social institution. No change was observed on the part of the test dealing with the social responsibilities of scientists. The study indicated that many students have some rather serious misconceptions of some of the social aspects of science, and these, built up over several years of instruction at lower levels, are resistant to change. This suggested a need to emphasize the interaction between science and society at lower levels in the curriculum. (GR)

ED 027 205

SE 006 211

Lightner, James Edward

The Effect of the Recommendations of the Committee on the Undergraduate Program in Mathematics Upon the Mathematics Curricula of the Colleges of Maryland.

Ohio State Univ., Columbus.

Pub Date 68

Note—145p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-15349, Microfilm \$3.00, Xerography \$6.80).

Document Not Available from EDRS.

Descriptors—*College Mathematics, *Curriculum, Educational Change, Higher Education, *Mathematics, *Mathematics Education, Undergraduate Study

Identifiers—Committee on the Undergraduate Program in Math

The purpose of this study was to examine the mathematics curricula in the undergraduate colleges in Maryland to determine the curricular changes which had occurred over a five-year period from 1962 to 1967 and to ascertain the amount of influence the Committee on the Undergraduate Program in Mathematics (CUPM) recommendations had on these changes. Data for this study were obtained through personal interviews with the chairman of the mathematics departments in 20 colleges across the state and from the college catalogs. Information was sought concerning the academic preparation of the teaching staff, the curricular changes over the five-year period as well as those proposed for the future, and the perceptions of the interviews as to the influence of the CUPM recommendations on these changes. The study revealed the following (1) over the five-year period, there had been a marked increase in the amount and depth of linear algebra offered, as well as increased offerings in real and complex analysis and abstract algebra. To a lesser degree, there had been a move toward more logic, geometry, numerical analysis, topology, and computer science, and (2) even though the mathematics courses were taught in the modern spirit, and the staff was adequately prepared to teach the courses, these courses were generally not as rigorous as those recommended by CUPM. (RP)

ED 027 206

SE 006 225

Phillips, Paul Harold

A Comparative Study of the Effectiveness of Two Methods of Teaching Elementary Mathematical Proofs.

Ohio State Univ., Columbus.

Pub Date 68

Note—187p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-15368, Microfilm \$3.00, Xerography \$8.60).

Document Not Available from EDRS.

Descriptors—*College Mathematics, Comparative Analysis, *Instruction, *Mathematics, Teaching Methods, *Teaching Procedures, Undergraduate Study

Compared was the effectiveness of two methods of presenting the rules of deduction in studying certain portions of mathematics. The study, involving two sections of a general studies course in mathematics, was conducted during the winter and spring quarters at Southern Illinois University. Section A spent the entire winter quarter making a formal study of the rules of deduction while section B studied materials which included informal proofs of 74 elementary properties of fields. In the spring quarter, the treatment was reversed. Examinations tested the students' ability to (1) complete information in partial informal proofs, (2) give original informal proofs, and (3) analyze a given proof for correctness or incorrectness. The conclusions formulated from the analysis of data were: (1) there were no significant differences in the students' ability to deal with the above three aspects of informal mathematical proofs according to whether they had or had not previously completed a formal study of the rules of deduction, (2) the students who completed the study of informal mathematical proofs were able to deal with certain aspects of formal proofs better than those students who had not previously completed such a study, and finally (3) the learning of the concepts involved in both these courses is independent of the order in which the courses are presented. (RP)

ED 027 207

SE 006 238

Tanner, Richard Thomas

Expository-Deductive vs. Discovery-Inductive Programming of Physical Science Principles.

Stanford Univ., Calif.

Pub Date 68

Note—183p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-15102, Microfilm \$3.00, Xerography \$8.40).

Document Not Available from EDRS.

Descriptors—Achievement, Comparative Analysis, *Deductive Methods, *Discovery Learning, Doctoral Theses, General Science, Grade 9, *Inductive Methods, *Instruction, Physics, *Secondary School Science

Identifiers—Differential Aptitude Test of Mechanical Reasoning

Principles of mechanics and simple machines were taught to 14 ninth-grade general science classes. Three treatments were used: (1) an Expository-Deductive program in which the subject reads the statement and explanation of a principle before working with example frames illustrating that principle; (2) a Discovery-Inductive program in which the subject works with the same example frames, but without any statement of principle; and (3) an Unsequenced-Discovery program containing the same frames but arranged in random order and without any statement of principle. No significant differences were found among the treatment groups on any of five criterion measures. (GR)

ED 027 208 SE 006 240
Torop, William

An Experimental Study to Determine the Relative Effectiveness of Four Methods of Laboratory Reports in the Teaching of Chem Study Chemistry.

Pennsylvania Univ., Philadelphia.

Pub Date 68

Note—200p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-14465, Microfilm \$3.00, Xerography \$9.00).

Document Not Available from EDRS.

Descriptors—Achievement, *Chemistry, Comparative Analysis, Doctoral Theses, Grade 11, Grade 12, *Instruction, *Laboratory Procedures, Science Course Improvement Project, *Secondary School Science, *Teaching Procedures

Identifiers—Chemical Education Materials Study, Test on Understanding Science, Watson-Glaser Critical Thinking Appraisal

Investigated was the effect of different types of laboratory reports on measured outcomes of the Chemical Education Materials Study (CHEMS) Chemistry. Compared were procedures using essay laboratory reports, mimeographed laboratory sheets prepared by the investigator and completed by the students, the laboratory manual for the course completed by the students, and no report at all. The mimeographed laboratory sheets group was superior on the CHEM Study Semester Final, but there were no significant differences between the groups on the other tests. (GR)

ED 027 209 SE 006 266

Jerdonek, Sister Mary Clare

Acculturation, Achievement, and Aspirations of Catholic High School Seniors

Educational Research Council of America, Cleveland, Ohio.

Pub Date Feb 69

Note—15p; Paper presented at the National Association for Research in Science Teaching, Pasadena, California, February, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Academic Achievement, Academic Aspiration, Catholic High Schools, *Secondary School Science, Seniors, Student Characteristics

Identifiers—Cleveland, Educational Research Council of America, Ohio, Watson-Glaser Critical Thinking Appraisal

This study examined the ethnic background, recency of immigration, and college aspirations of the Catholic high school seniors in the Test Every Senior Project and explored the relationships of these factors to achievement. Data concerning 5,705 Catholic high school seniors in the Cleveland diocese were gathered. Through the demographic data, students were grouped as Northern, Central, and Southern Europeans. Students were also grouped as "newcomers" or "oldtimers" according to recency of family immigration. These Catholic seniors were compared to 7,129 public high school seniors on six standardized achievement tests. Catholic seniors achieved significantly higher on the tests dealing with process and understanding of the scientific enterprise, and with making inferences and assumptions across lines of convergent and divergent thinking. Public high school seniors achieved significantly higher on the test of recall of science concepts. Among the Catholic groups compared, significantly higher levels of performance are associated with Northern European college-bound students whose families have resided in America for more than two generations. No difference in college aspirations was noted between "newcomers" and "oldtimers." (BC)

ED 027 210

Frye, Robert E. And Others

Professional Scientific Societies, 1968.

Wolf Research and Development Corp., Bladenburg, Md.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 68

Contract—NSF-C550

Note—120p.

EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—Behavioral Sciences, Biological Sciences, Engineering, Mathematics, Natural Sciences, Physical Sciences, *Professional Associations, *Sciences, *Scientific Personnel, Scientists, Social Sciences

Identifiers—National Science Foundation, Office of Science Information Service

Reported are the findings of a study of scientific societies in the United States. Some 449 professional organizations were considered of which 284 conformed to the validation criteria for inclusion. Data gathering was most successful on membership, current dues, society history, and purpose and less successful on topics related to society income and expenses, specific functions and activities, and future plans. Extensive tables of data in these areas are included, and recommendations are presented for improving the collection, maintenance, and use of base line data concerning the nation's scientific societies. (GR)

ED 027 211

McIntyre, Kenneth M.

Space Science Educational Media Resources, A

Guide for Junior High School Teachers.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date Jun 66

Note—108p.

Available from—National Aeronautics and Space Administration, Washington, D.C. (\$3.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Aerospace Technology, Earth Science, Films, Filmstrips, Grade 8, *Instructional Media, *Resource Guides, *Science Activities, *Secondary School Science, Teaching Guides, Transparencies

Identifiers—National Aeronautics and Space Administration

This guide, developed by a panel of teacher consultants, is a correlation of educational media resources with the "North Carolina Curricular Bulletin for Eighth Grade Earth and Space Science" and the state adopted textbook, pModern Earth Science. The three major divisions are (1) the Earth in Space (Astronomy), (2) Space Exploration, and (3) Meteorology. Included for the primary topics under each division are (1) statements of concepts, (2) student activities, and (3) annotated listings of films, filmstrips, film-loops, transparencies, slides, and other forms of instructional media. Appendixes are (1) a directory to sources of instructional media, (2) a title index to the films and filmstrips cited, (3) a listing of bibliographies, guides, and printed materials related to aerospace education. (RS)

ED 027 212

Peters, Herman J. And Others

Seven Steps to a Career in Space Science and Technology.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—EP-33

Pub Date 66

Note—67p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. (\$0.45).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Aerospace Technology, *Careers, Engineering, Instructional Materials, *Occupational Information, *Secondary School Science

This guidebook, containing ideas and suggestions to aid the student in making a career choice, includes information about the space industry and about career opportunities in space science, engineering, and technology. Suggestions for parents, counselors, librarians, and teachers on how to utilize the book are provided. The book is arranged so that students may organize a career plan by noting special references and by

SE 006 277

utilizing the checklists at the end of each chapter. It is suggested that the guidebook be used over an extended period of time. (BC)

ED 027 213

Peters, Herman J. And Others

Learning About Space Careers.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—EP-32

Pub Date 66

Note—29p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. (\$0.25).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Aerospace Technology, Bibliographies, *Careers, *Elementary School Science, Grade 4, Grade 5, Grade 6, Instructional Materials, *Occupational Information, Science Activities

This book which is intended for children in grades 4 through 6 includes information concerning the space industry and career opportunities. Included are five separate chapters, a summary, and a bibliography of children's books. The book describes a sequence of events taking place in a hypothetical elementary school classroom in which a space scientist is conversing with youngsters. The students follow up the scientist's visit by participating in space science related activities during subsequent weeks. (BC)

ED 027 214

Peters, Herman J. And Others

Space Jobs.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—EP-31

Pub Date 66

Note—17p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. (\$0.15).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Aerospace Technology, Bibliographies, *Careers, *Elementary School Science, Grade 1, Grade 2, Grade 3, Instructional Materials, Kindergarten, *Occupational Information

This booklet, intended for children in grades K-3 as "vocational guidance in a space age," should be read to the child in early school years at an appropriate time. The booklet is divided into five chapters and a summary. Topics discussed concern space workers, space travelers, jobs in space, spaceships, and preparing for a career in space science. A bibliography of space books for children is included. (BC)

ED 027 215

Aerospace Bibliography, Third Edition.

National Aeronautics and Space Administration, Washington, D.C.

Report No—EP-35

Pub Date [65]

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Aerospace Technology, *Annotated Bibliographies, Astronomy, *Bibliographies, Physical Sciences, *Science Education, Technology

Identifiers—National Aeronautics and Space Administration

This third edition bibliography lists books and teaching aids related to aeronautics and space. Aeronautics titles are limited to aerospace-related research subjects, and books on astronomy to those directly related to space exploration. Also listed are pertinent references like pamphlets, films, film strips, booklets, charts, pictures, periodicals, and sources of information on specific space subjects available from aerospace industry companies. Reading levels for each document are indicated according to primary, intermediate, upper elementary, secondary, and adult or college. (GR)

ED 027 216

Newell, Homer E.

NASA's Space Science and Applications Program.

SE 006 288

National Aeronautics and Space Administration,
Washington, D.C.

Report No.—EP-47

Pub Date 67

Note—206p.; A statement presented to the Committee on Aeronautical and Space Sciences, United States Senate, April 20, 1967.

EDRS Price MF-\$1.00 HC-\$10.40

Descriptors—*Aerospace Technology, Astronomy, Biological Sciences, Earth Science, Engineering, Meteorology, Physical Sciences, Physics, *Scientific Enterprise, *Scientific Research

Identifiers—National Aeronautics and Space Administration

This booklet contains material prepared by the National Aeronautics and Space Administration (NASA) office of Space Science and Applications for presentation to the United States Congress. It contains discussion of basic research, its value as a source of knowledge, techniques and skills that go into the development of technology, and practical applications. A series of appendices permits a deeper delving into specific aspects of space science. (GR)

ED 027 217

SE 006 289

Nicodemus, Robert B.

An Evaluation of Elementary Science Study as Science - A Process Approach.

District of Columbia Council of Engineering and Architectural Societies, Washington, D.C.; Montgomery County Public Schools, Rockville, Md.; Washington Academy of Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 68

Note—119p.

EDRS Price MF-\$0.50 HC-\$0.85

Descriptors—Achievement, Behavioral Objectives, *Elementary School Science, *Evaluation, Tests

Identifiers—Elementary Science Study, Science-A Process Approach

The science curriculum model developed for the American Association for the Advancement of Science (AAAS) as Science - A Process Approach is used to analyze two units of Elementary Science Study (ESS). An "ESS hierarchy" was developed from an analysis of the ESS units, and the resulting behavioral statements were organized into seven levels according to criteria used in Science - A Process Approach. This effort also resulted in the development of an experimental process measure for ESS. Twenty-one teachers administered the revised process measure and content test to their classes during the year 1966-67. The process measure was administered to five children in each of 11 classrooms before they studied the ESS units. This same process measure was again administered toward the end of the year in 16 classrooms to different students also randomly selected. A content test was also administered at this time to these same students. An improvement in performance after studying the ESS units is indicated as measured in terms of transfer to another context and as transfer within the behavioral hierarchy or between learning sets. Gains on the content test were not significant. (BC)

ED 027 218

SE 006 293

Some Specifications for an Undergraduate Course in Digital Subsystems. An Interim Report of the Cosine Committee.

Commission on Engineering Education, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 68

Grant—NSF GY-2108

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*College Science, *Computers, *Course Descriptions, *Curriculum Development, Engineering, *Engineering Education

Identifiers—National Academy of Engineering, National Science Foundation

This report describes an undergraduate course in digital subsystems. The course is divided into two major parts. Part I is entitled Electronic Circuits and Functional Units. The material in this part of the course proceeds from simple understandings of circuits to the progressively more complex functional units. Early emphasis is placed on basic properties underlying digital cir-

cuits such as simple inverters and gates. The interconnection of these gates to perform simple logic functions is illustrated by detailed consideration of useful typical logic modules. The introduction of flip-flops then leads to sequential circuits such as registers, counters, and A-D and D-A converters. Interconnection of these sequential circuits leads to consideration of larger functional units. With the student now understanding the operations and properties of the basic functional units, he is ready to proceed to Part II, Digital Subsystem Design. Part II of the course is subdivided into two sections: (1) Design Principles and Procedures, and (2) Examples of Digital Subsystem Design. Section One contains a detailed outline of the many considerations in digital subsystem design and concluded by outlining a general design procedure. Section Two contains a graded set of examples of digital subsystems. A reference section is provided for each part of the course. (BC)

ED 027 219

SE 006 294

Proceedings of the Meeting on Computer Science in Electrical Engineering of the Commission on Engineering Education, Stanford University, October 24-25, 1968.

Commission on Engineering Education, Washington, D.C.

Pub Date Oct 68

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*College Science, *Computers, *Conference Reports, Electricity, Engineering, *Engineering Education, Workshops

Identifiers—Commission on Engineering Education, National Academy of Engineering

This report contains the proceedings of a professional meeting on computer science held at Stanford University in October, 1968. Three papers presented at this meeting are published in the report. C. L. Coates spoke on "University Education in Computer Engineering"; L. P. Huelman spoke on "Digital Computer Applications at the University of Arizona"; and Paul Ely and Robert Brunner spoke on "Requirements for Engineering Education from Hewlett Packard's Point of View." Three workshops on the use of computers in engineering are also discussed. A detailed meeting agenda and a list of conference participants are included. (BC)

ED 027 220

SE 006 295

Irving, James R.

How to Provide for Safety in the Science Laboratory.

National Science Teachers Association, Washington, D.C.

Report No.—471-14576

Pub Date 68

Note—12p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.35).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bibliographies, Check Lists, *Elementary School Science, *Laboratory Safety, Safety, *Secondary School Science, Teacher Responsibility

This booklet contains an extensive checklist of statements and questions pertaining to safety precautions to be followed in school science laboratories. The planning of science facilities for optimum safety and the role of the teacher in providing for safety are also discussed. A separate section for dealing with mercury is also included. The appendix contains a bibliography of books and articles and a list of organizations concerned with school laboratory safety. (BC)

ED 027 221

SE 006 296

Operation Ward's Island, A Guide to the Trees and Other Features of Ward's Island.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 68

Note—71p.

Available from—New York Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$2.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Biology, Earth Science, *Elementary School Science, Geography, *Instructional

Materials, *Outdoor Education, Secondary School Science, *Teaching Guides

Identifiers—New York, New York City

This guide for teachers, students, and adults illustrates how it is possible to use Ward's Island as an outdoor laboratory. It contains a guide to 30 kinds of trees on the island, along with clearly drawn maps and illustrations. The guide helps the user to locate these trees along two nature trails. A section called "Ward's Island Roundup" briefly discusses some of the rich history of the island which was once the home of the Metchewick Indians, sold by the Indians to the Dutch governor of the New Netherlands settlement in 1637, controlled by the British thirty years later and used as a military camp during the Revolutionary War. The island's flowers, weeds, rocks, natural and man-made geography are described. A section is also devoted to consideration of the island's future. (BC)

ED 027 222

SE 006 307

Tannenbaum, Robert S.

The Development of the Test of Science Processes.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date Feb 69

Note—40p.; Paper presented at the meeting of the National Association for Research in Science Teaching, Pasadena, California, February, 1969.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Achievement, *Evaluation, Grade 7, Grade 8, Grade 9, Scientific Enterprise, *Secondary School Science, Test Construction, Test Reliability, Test Validity

Identifiers—The Test of Science Processes

This paper describes the development of the Test of Science Processes, an instrument for assessing achievement and diagnosing weaknesses in the use of science processes by students in grades 7, 8, and 9. The science processes considered were observing, comparing, classifying, quantifying, measuring, experimenting, inferring, and predicting. The test consists of 96 multiple-choice questions and requires an actual testing time of 73 minutes. Scoring of the instrument yields a total score and eight sub-scores, one for each process. The test was initially administered to 3,673 students in the state of New York representing all ranges of ability and socioeconomic background. Norms are reported by grade, sex, urban versus suburban and for the total sample within each grade. There is evidence of both content and curricular validity of the test. There is also evidence for criterion related validity, but more conclusive evidence is needed. The predictive validity of the test has yet to be studied. (BC)

ED 027 223

SE 006 317

Corliss, William R. Anderton, David A.

America in Space, the First Decade - Space Physics and Astronomy, Man in Space, Exploring the Moon and Planets, Putting Satellites to Work, NASA Spacecraft, Spacecraft Tracking, Linking Man and Spacecraft.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date Oct 68

Note—206p.

EDRS Price MF-\$1.00 HC-\$10.40

Descriptors—*Adult Education, *Aerospace Technology, Astronomy, *Instructional Materials, Physics, *Secondary School Science

Identifiers—National Aeronautics and Space Administration

Included are seven booklets, part of a series published on the occasion of the tenth anniversary of the National Aeronautics and Space Administration (NASA). The publications are intended as overviews of some important activities, programs, and events of NASA. They are written for the layman and cover several science disciplines. Each booklet contains numerous photographs and diagrams. The booklets included are "Space Physics and Astronomy," "Exploring the Moon and Planets," "Putting Satellites to Work," "NASA Spacecraft," "Space Craft Tracking," "Man in Space," "Linking Man and Space Craft," "America in Space, The First Decade." (BC)

ED 027 224

SE 006 320

NASA 20th Century Explorer... Into the Son of Space. A Guide to Careers in Aero-Space Technology.

National Aeronautics and Space Administration,
Washington, D.C.

Pub Date Jul 66

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Aerospace Technology, Career Choice, Career Planning, *Careers, College Science, *Employment Opportunities, *Secondary School Science

Identifiers—National Aeronautics and Space Administration

This pamphlet lists career opportunities in aerospace technology announced by the Boards of the U. S. Civil Service for the National Aeronautics and Space Administration (NASA). Information given includes (1) the work of the NASA, (2) technical and administrative specialties in aerospace technology, (3) educational and experience requirements, and (4) how to apply and what to file. A comprehensive table of specialties and locations is also included. (GR)

ED 027 225

SE 006 321

Kurtz, Thomas E.

Demonstration and Experimentation in Computer Training and Use in Secondary Schools, Activities and Accomplishments of the First Year.

Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 68

Grant—NSF GW-2246

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Computer Assisted Instruction, Computer Programs, *Curriculum, Educational Programs, Evaluation, *Instruction, *Mathematics, Program Descriptions, Science Equipment, Science Materials, *Secondary School Science

Most of this report is concerned with describing the project and its activities and accomplishments during the first year of its existence. A major goal of the project is to produce units of curricula in which the computer can be used to enhance the teaching or learning of mathematics, the sciences, and other secondary school subjects. Thirty-one units are included in the appendix. Part I of the report describes the regional computer system. Part II describes how the system has been used by the schools. In this section extensive examples of student and teacher activities are given. Feedback on the success of the program is also presented by way of student and teacher opinions. (BC)

ED 027 226

24

SE 006 322

Gibson, Carolyn A.

University of Pittsburgh High School Science Research Program. Final Report.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8018

Pub Date Jul 68

Contract—OEC-5-10-369

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Biology, *Curriculum, *Independent Study, Research Methodology, *Secondary School Science, *Student Research

Identifiers—Field Laboratory of Ecology, University of Pittsburgh

The major objective of this project is to develop the intellectual independence of the student by enabling him to engage in self initiated scientific research. The program is structured so that the student selects an area for investigation, searches the literature, identifies a problem in that area, writes a rationale, designs the study, conducts the investigation, and then analyzes and reports the results. Research ideas, subject matter information, and laboratory and analysis techniques are presented by the staff and/or scientists by means of lectures, seminars and individual or small group conferences. A six-week summer program is conducted beginning with a week long orientation at the University of Pittsburgh followed by two weeks at the University Field Laboratory of Ecology. The student spends the last three weeks of the program conducting his study at or near his local high school. Work not completed during the summer is continued during the academic year. Ninety students and seven teachers, representing 19 schools, took part in the summer program, while 209 students and

14 teachers, representing 32 schools, took part during the school year. (BC)

ED 027 227

SE 006 351

New Approaches to Science Education Research. Abstracts of Presented Papers at the National Association for Research in Science Teaching, 42nd Annual Meeting, Pasadena, California, February 1969.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Feb 69

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Biological Sciences, College Science, *Conference Reports, Conferences, Earth Science, *Educational Research, Elementary School Science, Instruction, Physical Sciences, Research Methodology, *Research Reviews (Publications), *Science Education, Secondary School Science, Teacher Education

Identifiers—National Association for Research in Science Teaching

Provided are abstracts of 44 papers presented at the annual conference of the National Association for Research in Science Teaching at Pasadena, California, February 6-9, 1969. Abstracts were provided by the authors and were edited by the ERIC Center for Science Education. Major topic headings include instruction in elementary science, the teaching of biology, teacher education programs in science, the teaching of chemistry, new instruments for research, the structure of knowledge, surveys of research, the teaching of physical sciences, new approaches and materials, the development of teaching competencies, the ways children learn, and the teaching of earth science. (GR)

ED 027 228

24

SE 006 398

Fox, Karl A. And Others

Formulation of Management Science Models for Selected Problems of College Administration. Final Report.

Iowa State Univ., Ames, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-8058

Pub Date Nov 67

Contract—OEC-3-6-068058

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Administration, *Administrative Problems, *Decision Making, *Higher Education, *Mathematical Models

The objectives of this project were (1) to select those problems faced continually by department chairmen, deans and college presidents, which relate to the efficiency with which educational resources are used, (2) to state essential features of these problems in mathematical form and identify their mathematical structures with management science models used in other fields, and (3) to apply the appropriate solution methods to synthetic models of academic departments, divisions, or small colleges. The approach taken includes (1) a logical formulation, (2) a mathematical formulation based on management science concepts, (3) the construction of a non-trivial example based on academic organization and staffing patterns, teaching loads, salary levels, and (4) the completion of one or more sequences of calculations showing how management science techniques would improve the results of resource allocation or decision-making process over specified conventional or traditional procedures. The report emphasizes three models which should be useful aids to resource allocation and other major decision processes in educational institutions. (BC)

ED 027 229

SE 006 401

Scientific and Technical Societies of the United States, Eighth Edition.

National Academy of Sciences, Washington, D.C.

Pub Date 68

Note—221p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418.

Document Not Available from EDRS.

Descriptors—Behavioral Sciences, *Directories, *National Organizations, Natural Sciences, Physical Sciences, *Professional Associations, Social Sciences

Identifiers—National Academy of Sciences

This document is the eighth edition of the National Academy of Sciences publication giving an alphabetical listing of scientific and technical societies in the United States. The organizations included are limited to those societies devoted to a particular scientific or technological discipline or group of disciplines and committed to the study, development, and dissemination of knowledge. Brief statements give names and addresses of principal officers, history, purpose, professional activities, and membership for each society. The volume is indexed geographically and by key word. (GR)

ED 027 230

SE 006 402

Wiles, James R.

History and Development of National Science Foundation Elementary Institutes 1959-1967.

Colorado Univ., Boulder. School of Education.

Pub Date Dec 68

Note—33p.

Available from—Author, University of Colorado, School of Education, Boulder, Colorado (S0.35).

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Elementary School Teachers, *In-service Education, *Professional Continuing Education, Science Education History, *Summer Institutes, *Teacher Education

Identifiers—National Science Foundation

This account of the history of the National Science Foundation Elementary Institutes begins with the National Science Foundation (NSF) Act of 1950. The Cooperative College-School Science Program and pilot programs prior to fiscal year 1959 are described. Separate sections are devoted to the presentation of statistics for each Summer Institute Program conducted by NSF for the summer 1959-66. Such statistics include the number of proposals granted, total budget, and the number of participants. The Elementary School In-Service Institute Programs for the years 1959-67 are also discussed in a similar style. Selected statistics are presented in six tables in the appendix. Information presented summarizes materials discussed in the text of the study. The report indicates the National Science Foundation supported 531 institutes from 1959-67, with an actual attendance of 22,045 elementary school personnel. (BC)

ED 027 231

SE 006 463

Karplus, Robert

What Is Curriculum Evaluation? Six Answers.

California Univ., Berkeley. Science Curriculum Improvement Study.

Pub Date Dec 68

Note—59p.

Available from—Science Curriculum Improvement Study, Lawrence Hall of Science, University of California, Berkeley, California 94720.

Document Not Available from EDRS.

Descriptors—*Curriculum, *Elementary School Science, Elementary School Students, Elementary School Teachers, *Evaluation, *Instruction, Instructional Materials, *Science Course Improvement Project, Student Characteristics, Teaching Methods

Identifiers—Science Curriculum Improvement Study

Six papers are presented related to the problem of curriculum evaluation and the Science Curriculum Improvement Study (SCIS). The findings of feedback from teachers on units of material produced for the project are discussed. An examination is made of the dynamics of classroom behavior when SCIS is taught. Also included is a discussion of questions of program impact and utilization as well as student needs and attitudes which the science program can influence. (GR)

ED 027 232

SE 006 479

Ramsey, Gregor A. Howe, Robert W.

An Analysis of Research Related to Instructional Procedures in Elementary School Science.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Apr 69

Note—14p.

Journal Cit—Sci. and Children; v6 n7 p25-36 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Ability Grouping, Audiovisual Aids, Concept Formation, Creativity, Critical Thinking, *Elementary School Science, *Evaluation, Field Trips, Individual Instruction, *Instruction, Programmed Instruction, *Research Reviews

(Publications), *Science Education, Teaching Methods

Research studies on instructional procedures in elementary school science are reviewed for the period 1960-68. Proposed is a model of an instructional sequence which is used as a reference point for analyzing the studies. Areas discussed include audiovisual aids, comparative studies, ability grouping, use of reading materials, programmed instruction, individualized instruction, concept development, critical thinking, problem solving, and inquiry in science. Some 15 conclusions are stated which emerge from the studies reviewed. A 132-item bibliography is included. (GR)

ED 027 233 SE 006 480

Ramsey, Gregor A. Howe, Robert W.
An Analysis of Research on Instructional Procedures in Secondary School Science, Part II, Instructional Procedures.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Apr 69

Note—12p.

Journal Cit—Sci Teacher; v36 n4 p72-81 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Biological Sciences, Chemistry, General Science, Individual Instruction, *Instruction, Interaction Process Analysis, Physical Sciences, Physics, Programmed Instruction, *Research Reviews (Publications), *Science Education, *Secondary School Science, *Teaching Methods, Team Teaching

This is the second of a two-part review of instructional procedures in secondary school science. Analyzed are research studies in the field mainly over the period 1960-67. Studies were reviewed under the following headings: team teaching, programed instruction, audiovisual aids, laboratory procedures, extra classroom activities and field experiences, content integration, classroom interaction, and teaching duration. Thirteen conclusions and suggestions summarize some of the implications of the findings of the research reviewed. A bibliography listing 103 studies is included. (GR)

ED 027 234 SP 001 813

Bidna, David B.

Maclay On-Site Training Project (MOST); A Project in Compensatory Education at San Fernando Valley State College, 18111 Nordhoff Street, Northridge, California 91324. Preliminary Final Report, Summer 1967.

San Fernando Valley State Coll., Northridge, Calif.

Spons Agency—California State Office of Compensatory Education; Los Angeles City Schools, Calif.; San Fernando Valley State Coll., Northridge, Calif.

Pub Date 67

Grant—M6-15

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.56

Descriptors—College Students, *Compensatory Education Programs, Disadvantaged Youth, *Educationally Disadvantaged, *Field Experience Programs, Junior High School Students, *Language Skills, Low Achievers, Preservice Education, Program Descriptions, *Research Projects, Student Teachers, Teacher Experience, Training Techniques

Identifiers—California, California Test of Mental Maturity, Maclay Onsite Training Project, McAteer Compensatory Education Act, MOST, Study of Values

This report describes the Maclay On-Site Training Project (MOST), a project at Maclay Junior High School in Los Angeles City School Districts) directed to focus the attention of teacher trainees upon language problems of the educationally disadvantaged child and to bring about improvement in pupils' language skills. The rationale for the project and its objectives and design are described. The five projects comprising MOST—(1) Preparing Preservice Teachers to Teach Disadvantaged Youth, (2) Compensatory Education in Social Studies, (3) Compensatory Education in Junior High School Mathematics, (4) Compensatory Education in Junior High School Science, and (5) Inservice Education in the Sociology and Psychology of Compensatory Education—are described individually in terms of objectives and design. Three of these components were continuing programs funded by the

McAteer Compensatory Education Act as of spring and summer 1966, while the two other projects were initiated under MOST, which was established under the auspices of San Fernando State College, the Los Angeles City School Districts, and the Office of Compensatory Education of the State of California. Inasmuch as this is a preliminary report, findings and conclusions are not presented. (Appended is a description of the Maclay On-Site Training Project Experimental Linguistic Program.) (SG)

ED 027 235 SP 001 820

A Possible Proposal for an Ideal Secondary Teacher Education Program.

Stanford Univ., Calif. School of Education.

Pub Date Nov 67

Note—10p.; Teacher Intern Seminar, Secondary Teacher Educ. Program, Stanford Univ., November 1967.

EDRS Price MF-\$0.25 HC-\$0.48

Descriptors—*Individualized Programs, *Program Descriptions, *Secondary School Teachers, *Teacher Education

This proposal for a differentiated secondary school teacher education program consists of a brief program outline followed by a description of the two parts of the program. Part I delineates suggested criteria (classroom performance skills, administration and coordinating skills, human interaction skills, and content knowledge and related skills) for advancement through the program, advancement depending upon meeting criteria rather than spending defined amounts of time on each area. Part 2 emphasizes regular and intensive evaluation of the trainee by a panel of skilled, professional observers, with subsequent training to correct his identified weaknesses. Appendix A is a "Sample Request for Proposals for the Development of Performance Criteria." Appendix B, "You Gotta Have Heart" or at Least Some Teachers should," discusses behavioral characteristics associated with self-actualization. (SG)

ED 027 236 SP 001 822

Organizing Centers for Inservice Education in Individualizing Instruction and Learning.

District of Columbia Teachers Coll., Washington, D.C.

Pub Date Dec 67

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*College School Cooperation, *Continuing Education Centers, Individual Instruction, *Inservice Programs, *Inservice Teacher Education, Interinstitutional Cooperation, *Program Descriptions

Identifiers—District of Columbia

This pamphlet describes "a project [organized by the District of Columbia Teachers College, Washington, D.C.] in taking inservice education to the profession . . . of using teams of instructors . . . from several universities and professional sources . . . for more than 500 principals, teachers, supervisors . . . in six centers around the city . . . to aid the schools to individualize their teaching . . . a prototype for further inservice centers." Included are a list of six basic concepts developed by each center, a description of staffing, a list of consultants, a brief presentation of the overall planning of the centers, an enumeration of the premises to be tested by the project, and a list of the staff personnel involved. (SG)

ED 027 237 SP 001 832

Crispin, David

Discipline Behaviors of Different Teachers.

Pub Date Jan 68

Note—4p.

Journal Cit—Contemporary Education; v39 n4 p164-67 Jan 1968

EDRS Price MF-\$0.25 HC-\$0.24

Descriptors—*Discipline, Discipline Problems, *Educational Experiments, *Interaction Process Analysis, *Public School Teachers, *Teacher Behavior, Teacher Characteristics

A study was conducted to test the hypothesis that "the number of discipline behaviors by the teacher is a function of the personality of the teacher." "Behavior" was defined as "oral statements" and "discipline" as "the attempt of one to require another to discontinue inappropriate behavior." Trained observers used interaction analysis to record the behaviors of teachers in public school classrooms; behaviors were

recorded at three-second intervals. "Discipline" was one of the types of behavior recorded. Three salient variables were posited: the teacher's behavior, the subject matter before the class, and the composition of the student population in the class. Three situations were found where each of these influences could vary while the other two could be controlled. The differences in number of discipline acts by teachers were tested by chi square. Although the number of classroom teachers and classroom situations observed was small, evidence was found that some teachers promote discipline problems through their own behaviors. It was also found that teachers tend to behave consistently: Teachers who employ a high number of acts of discipline with one class tend to do so with another, and teachers who tend to use no or few acts of discipline maintain that behavior when dealing with different classes and/or different subject matter. It is hoped that this pilot study will be replicated with larger numbers of teachers and that other relevant factors will also be researched. (Author/SG)

ED 027 238 SP 002 091

Klausmeier, Herbert J. And Others

The Multiunit Organization (I & R Units) and Elementary Education in the Decades Ahead.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Pub Date [68]

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Administrative Organization, Beginning Teachers, Educational Research, Educational Trends, Elementary School Role, *Elementary Schools, Inservice Teacher Education, *Instructional Innovation, Instructional Staff, Internship Programs, Job Analysis, Models, *Research and Instruction Units, *School Organization, Staff Role, Teacher Aides, *Teacher Education, Teacher Interns, Team Leader (Teaching), Team Teaching

Identifiers—Ohio, Wisconsin

This description, based on experience with multiunit organization in Wisconsin and Ohio schools, constitutes a structural and procedural model for elementary school instruction and related environment. A background appraisal, provided as a context in which to view the new organization, takes the form of a paralleled itemization of the functions of the elementary school today and in the decades ahead. The functions are divided into three categories: the instructional system; preservice and inservice education; and innovation, development, and research. The formal structure of the multiunit plan is described as an organizational hierarchy operating at three levels: (1) at the classroom level, Instructional and Research (I & R) units consisting of a unit leader, two or more regular staff teachers, one or more aides or secretaries, and in some cases an intern; (2) at the building level, the Instructional Improvement Committee (principal and unit leaders); (3) at the systemwide level, the Policy Committee (all staff personnel) chaired by the superintendent or his designee. Operational procedures for the three units are described, and job descriptions are detailed for the principal, unit leader, teacher, intern, and instructional secretary and teacher aides. Implications of the multiunit approach are discussed with reference to individually-guided education, teacher education, and research and development. (JS)

ED 027 239 24 SP 002 097

Hartley, H. O.

Statistical Methodology for Educational Research. Final Report.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-6-1932

Pub Date 4 Nov 66

Grant—OEG-4-6-061932-1048

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Computer Science Education, *Course Descriptions, *Educational Researchers, *Institutes (Training Programs), Program Descriptions, Program Evaluation, Questionnaires, Rating Scales, *Research Methodology, *Statistical Analysis

This 1966 Summer Institute for training educational research workers in statistical methodology attempted to convey concepts of statistical and analytic techniques, to provide instruction and experience in the use of high speed computers,

and to guide trainees in the selection and application of techniques to their research work. The first session (June 6-July 15) was attended by 31 researchers actively engaged in secondary school education; 22 remained through the second session (July 19-August 12). During each session trainees attended morning classes in statistical techniques; afternoon classes were in behavioral research methodology (first session only) and computer laboratory work with an IBM 7094 and several IBM 1401 computers. A Problems Seminar was added in the second session. Trainees and faculty members, who were professional statisticians as well as subject matter specialists from social, behavioral, and computer science departments, offered suggestions for program improvement through an evaluation form. (Summary data on publicity, applications, trainees, program director's attendance, and finances are included.) (LP)

ED 027 240 SP 002 105
Purpose and Potentials. Annual Report to the United States Office of Education, September 15, 1968, Part 1, Basic Program Plans.
 Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No—BR-6-2871
 Pub Date 15 Sep 68
 Note—201p.

EDRS Price MF-\$1.00 HC-\$10.15

Descriptors—*Annual Reports, Autoinstructional Programs, Classroom Techniques, Disadvantaged Youth, *Educational Research, Instructional Innovation, *Instructional Programs, Interagency Cooperation, Intercultural Programs, Program Design, *Program Development, Program Planning, *Regional Laboratories, Research and Development Centers, Small Schools, Systems Approach, Teacher Education, Teacher Improvement, Teaching Skills, Teaching Techniques

Identifiers—*Northwest Regional Educational Laboratory

The introduction of this report summarizes the laboratory's functions, competencies, and purpose: "to work with all interested organizations, institutions, and agencies in improving the quality of education by applying the results of scientific knowledge and technological development to classroom practice." The three major report sections contain rationale, objectives, research base, long-range plans, and accomplishments to date of the laboratory's three major programs: Program 100, which has developed instructional systems to assist teachers in learning process skills found to be related to the production of desirable learner outcomes; Program 200, which emphasizes instructional systems to assist those involved in intercultural programs (in metropolitan cities and among Indians, Alaskan natives, and migrants) to collaborate, assess needs, and plan effectively; Program 400, which is developing self-instructional systems in content areas to improve instruction in small schools. Included are sections on the activity phases, outline for dissemination strategy, and partial system analysis of Program 100 and on the 1968-74 work schedule with detailed work plans for Program 400. Shorter descriptions and plans are presented for three special projects: Relevant Educational Applications of Computer Technology (REACT); Individually Prescribed Instruction (IPI); and Information for Urban Educational Planning. (JS)

ED 027 241 SP 002 106
Klassen, Frank H.
Teacher Education: The World Dimension.
 National Council for the Social Studies, Washington, D.C.
 Pub Date 68

Note—17p.; Chapter 19 in International Dimensions in the Social Studies; 38th Yearbook, National Council for the Social Studies.
 Available from—National Council for the Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036 (\$5.50; \$4.50 paper).

Document Not Available from EDRS.

Descriptors—College Role, *Federal Aid, Government Role, *International Education, *International Programs, *Teacher Education
 Identifiers—International Education Act

The preparation of teachers to accomplish the objectives underlying the International Education Act of 1966 is a focal point on which major ef-

forts must be concentrated so that new perspectives can be introduced into the structure and content of American education. The federal government role will be to provide large-scale financing for international teacher education programs, while major responsibility for defining and implementing ideas and activities will lie with the universities. Schools must cooperate to solve such problems as the awarding of inservice growth credit for teacher participation in international programs, and they must systematically promote collaboration between schools of education and the traditional disciplines whose focus in research and teaching involves world affairs. Teacher education programs designed to internationalize future American teachers must consist of overseas teaching experience which (1) enables the prospective teacher to enter the lives of others at a level deep enough to make mutual understanding possible, (2) is accompanied by structured discourse of a course or seminar type, and (3) is undertaken by the student teacher not only as a consumer but also as a producer, one who will be faced with the obligation to transmit the results of his experience to the students in the classroom. (JS)

ED 027 242 SP 002 115
Hontz, Glenn
Special Training Institute on Problems of School Desegregation.

Tulane Univ. of Louisiana, New Orleans.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date Aug 67
 Grant—OEG-4-7-000269-3151
 Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Cooperative Programs, Educational Problems, Field Trips, Group Discussion, *Institutes (Training Programs), Interpersonal Relationship, Lecture, Program Content, *Program Descriptions, Program Effectiveness, Racial Integration, Reading Materials, *School Integration, *School Personnel, Summer Institutes, *Supervisory Training, Teacher Orientation

Identifiers—Louisiana

A six-week summer training institute designed to provide participants with the skills and understanding needed to help student teachers and beginning teachers to perform successfully in racially mixed schools and classrooms was attended by 119 elementary and secondary school teachers and administrators (approximately half Negro and half white) from 51 public and Catholic schools in four Louisiana school systems. Methods used to present program content (on history, sociological and psychological factors which define and illuminate the problems of segregation and desegregation, theories and principles of intergroup understanding and communication, and the process of problem analysis and solution) included large-group lectures by 14 consultants; discussions within the five subgroups, each led by two staff members; field trips to educational, recreational, and cultural programs in summer school and community settlement house activities; and library readings from collections on campuses of the five participating institutions. Each school (Dillard, Loyola, Tulane, and Xavier Universities and St. Mary's Dominican College) provided facilities for one week of the instructional program. (Included are the five-page evaluation questionnaire with results and lists of participants, staff, and consultants; of school and community facilities visited; and of 292 publications on the reading lists.) (JS)

ED 027 243 SP 002 120
Stiles, Lindley J. And Others
Teacher Certification and Preparation in Massachusetts.

Massachusetts Advisory Council on Education, Boston.

Spons Agency—Massachusetts Advisory Council on Education, Boston.
 Pub Date Jul 68
 Note—435p.

Available from—Public Document Div., Secretary of State's Office, Room 116, The State House, Boston, Mass. (\$1.25; check payable to Secretary of the Commonwealth).

EDRS Price MF-\$1.75 HC-\$21.85

Descriptors—Certification, *Educational Improvement, Field Experience Programs, Instructional Staff, *Interinstitutional Coopera-

tion, Paraprofessional School Personnel, Performance Criteria, Professional Personnel, Recruitment, Specialists, Staff Role, State Departments of Education, State Legislation, State Standards, *State Surveys, *Teacher Certification, *Teacher Education, Teacher Experience, Teacher Interns, Teacher Qualifications, Teacher Shortage

Identifiers—*Massachusetts

The first section of this report presents (1) an overview of a "comprehensive investigation of ways to improve the certification and preparation of educational personnel in Massachusetts"; (2) a one-chapter discussion with recommendations on each of four focal issues: personnel for education services, personnel certification, reform of teacher education, and state responsibility and leadership; (3) a timetable for suggested actions by the state court, board of education, colleges and universities, school systems, and professional organizations. The second section contains methodology description and data gathered from several sources: 190 school superintendents; a study of teacher qualifications; visits to 51 public and non-public institutions offering teacher education programs; three state-wide advisory conferences each attended by 200 representatives from schools and colleges, education agencies and organizations, and lay groups; an attitudes inventory sent to randomly selected samples of educational personnel and citizens including teachers, principals, supervisors, parent-teacher associations, and college professors; studies from other states; and nationwide proposals. Included are project committee meeting reports, conference programs and group reports, position papers by consultants, questionnaire results with related statistics, and papers and correspondence from interested groups. (JS)

ED 027 244 SP 002 127
Allen, Dwight W.
A Differentiated Staff: Putting Teaching Talent to Work.

National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date Dec 67

Note—12p.; The Teacher and His Staff, Occasional Papers, No. 1, Dec. 1967.

Available from—Nat. Comm. on Teacher Educ. and Professional Stds., Nat. Educ. Assn., 1201 16th St., N.W., Washington, D.C. 20036 (single copy free; quantity 5.10 each).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Public School Teachers, Salary Differentials, *School Organization, Staff Role, *Teacher Employment, *Teacher Qualifications, *Teacher Role, Teacher Salaries

To make effective use of teaching talent for a differentiated teaching staff, a four-level structure based on levels of responsibility offers many advantages. Teachers at the top two levels would be hired under 12-month contracts, teachers at the bottom two levels under 10-month contracts. Essential to such a plan would be a maximum salary at the top teaching level (\$18,000 a year is suggested) that is at least double that at the lowest (\$7,500 is suggested), direct teaching responsibility for teachers at all levels, and innovation and reorganization of basic school structure. Each school, however, will have to work out the particulars of differentiated staffing to meet local needs and conditions. (SG)

ED 027 245 SP 002 141
McKenna, Bernard H.
School Staffing Patterns and Pupil Interpersonal Behavior: Implications for Teacher Education.

California Teachers Association, Burlingame.

Pub Date 67

Note—26p.; A contribution to the NCTEPS-NEA project, The Year of the Non-Conference, Emphasis: The Teacher and His Staff.

Available from—California Teachers Assn., 1705 Murchison Dr., Burlingame, Calif. 94010 (\$7.50).

Document Not Available from EDRS.

Descriptors—Educational Objectives, Instructional Innovation, Instructional Staff, *Interpersonal Competence, Learning Processes, *Models, *School Organization, Staff Utilization, Student Attitudes, *Task Analysis, Teacher Education, *Teacher Role, Teaching Skills

The emerging educational tasks of developing in pupils interpersonal attitudes and behaviors are

not being accomplished by such technological devices as computer instruction and educational television and such school organizational patterns as team teaching and nongraded plans because they mainly offer ways for promoting current learning task priorities, i.e., knowledges, understandings, and skills in subject matter areas. The model for instructional staff differentiation presented here suggests five teacher proficiency types based on categories of pupil learning tasks: (1) the Teacher Technologist skilled in systems approaches and a variety of hard- and software for administering basic skills and knowledges, (2) the Liberal Enlightener, a master presenter, serving to amplify knowledge acquisition in areas in which every individual is not required to be proficient, (3) the Identifier of Talents able to promote exploration in broad fields, (4) the Developer of Talents and Aptitudes, a specialist in a particular discipline, trained to develop pupils' special potentials, (5) the Facilitator of Attitude and Interpersonal Behavior Development possessing human relations attitudes and skills for assisting students in attaining such behaviors as acceptance and appreciation of cultural differences and group leadership roles. (A 16-item bibliography is included.) (JS)

ED 027 246

SP 002 187

Frank, Virginia

New Curricular Materials and the Teaching of the Disadvantaged. Project Report One, NDEA National Institute Conference (June 19-21, 1967). American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Note—61p.

Available from—NDEA, c/o AACTE, Room 804, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.00).

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—American Indians, *Conference Reports, Curriculum Development, *Curriculum Problems, *Disadvantaged Youth, Effective Teaching, Experimental Curriculum, Instructional Innovation, *Instructional Materials, Interdisciplinary Approach, Mexican Americans, Migrant Children, *Minority Group Children, Negro Youth, Rural Youth

This publication reports the content and proceedings of a conference at which curriculum planners and designers and academic specialists and generalists met with representatives of eight disadvantaged American minority groups to examine the relationships between curriculum change and better education for disadvantaged children. The body of the report contains (1) statements of the purpose and questions of the conference, (2) summary of ideas from all the group discussions pinpointing areas of consensus and of controversy, (3) suggestions for the future including recommendations and lists of key problems and priorities, and (4) addresses by A. Harry Passow, Keith R. Kelson, and R. Louis Bright. Appendix 1 consists of eight background papers prepared by population representatives regarding some considerations in dealing with the Southern urban Negro child, the American Indian child, the Southern rural Negro child, the Mexican-American child, the central urban Negro child, the migrant child, the Northern urban Negro child, and the Appalachian child. Appendix 2 contains short descriptions of nineteen curriculum projects which were represented at the conference. Appendix 3 lists the names and positions of the 76 conference participants. (JS)

ED 027 247

SP 002 191

Step Teacher Education Project. Final Report. San Francisco State Coll., Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education; Office of Education (DHEW), Washington, D.C.; San Francisco State Coll., Calif.

Pub Date 68

Note—309p.; Appendix B, Contract for Individualizing Instr. in Soc. St. & Lang. Arts for STEP Students, omitted (not reproducible on microfiche).

EDRS Price MF-\$1.25 HC-\$15.55

Descriptors—*Cooperative Programs, *Disadvantaged Youth, Education Courses, *Elementary School Teachers, Field Experience Pro-

grams, Group Counseling, Inservice Teacher Education, Instructional Staff, Internship Programs, Measurement Instruments, *Program Descriptions, Race Relations, *Teacher Education, Teacher Education Curriculum, Teacher Experience, Video Tape Recordings, Work Study Programs

Identifiers—California, New Careers Program, Opinion Survey for Teaching the Disadv., San Francisco State College Teacher Educ., *Sausalito Teacher Education Project, STEP, STEP Observation Schedule, Teacher Adaptability Scale

This third annual report of the San Francisco State College Teacher Education Project (STEP) contains six sections: (1) a general descriptive summary of the three-semester 1967-68 program to train K-9 teachers of disadvantaged children; (2) description and evaluation of instruction and curriculum including student recruitment, objectives, staffing and coordination of off-campus teaching centers, inservice training of cooperating personnel, curriculum resources development, field laboratory experiences including internships, and formal instruction in sociology and psychology and in techniques and curriculum materials; (3) description of small-group counseling for development of self and professional images, (4) report of the evaluation and research phases; (5) report of the community relations program including a "New Careers" Work-Study program and a community educational services program, (6) discussion of changes and projections for the future, and a list of instructional packages produced and available for use. Included in the appendices are miscellaneous samples of program materials and seven measurement instruments developed for use in STEP including the STEP Observation Schedule (for classroom behavior) with manual, the Teacher Adaptability Scale and Opinion Survey for Teaching the Disadvantaged, and a cognitive battery and self-esteem measure for grade school pupils. (JS)

ED 027 248

SP 002 209

Schmuck, Richard A.

Helping Teachers Improve Classroom Group Processes.

Pub Date 68

Note—46p.; Also in Charters, W.W., Jr., Gage, N., and Miles, M., (Eds.), Readings in the Social Psy. of Educ., 2nd Ed., Boston: Allyn and Bacon, 1969.

Journal Cit—The Journal of Applied Behavioral Science; v4 n4 1968

Document Not Available from EDRS.

Descriptors—*Action Research, *Classroom Techniques, Educational Research, Group Discussion, *Group Instruction, Individual Counseling, *Inservice Teacher Education, Interpersonal Relationship, Laboratory Training, Role Playing, Sensitivity Training, Teacher Behavior, *Teacher Improvement, Teacher Seminars, Teaching Techniques

Three action research projects explored the relative merits of several techniques for helping teachers modify classroom group processes. Project 1 compared a weekly seminar (using discussion of classroom research, problem-solving techniques, analysis of diagnostic data on the teachers' own classrooms, and followup discussion during the school year) to a four-week teacher development laboratory which employed the same techniques plus sensitivity training and role-play tryouts of new classroom practices. Project 2 explored the results of a program in which psychological consultants spent four hours each week for 15 weeks in small group discussions, classroom visitations, and individual conferences regarding teachers' group process management capabilities. Project 3 involved a six-day organizational development laboratory for school faculty which applied structured group exercises, small group discussions, and problem-solving techniques to interpersonal relations and staff communications problems. It was concluded that the faculty laboratory encouraged the use of new group processes in school organization and the classroom; that the consultation program, while changing teacher perceptions, did not change classroom behavior; and that the teacher development laboratory increased the likelihood that changes in teachers' cognitions and attitudes would be accompanied by classroom behavior changes. (JS)

ED 027 249

SP 002 216

Corrigan, Dean Garland, Cadden

Studying Role Relationships. AST Research Bulletin 6.

Association for Student Teaching.

Pub Date 66

Note—32p.

Available from—The Association for Student Teaching, State College of Iowa, Cedar Falls, Iowa (\$1.50).

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Concept Formation, Conflict Resolution, *Interaction, *Preservice Education, *Role Perception, Role Theory, Self Actualization, Self Concept, Student Behavior, Student Role, Student School Relationship, *Student Teacher Relationship, *Student Teaching, Teacher Education, Teacher Role

Relationships among the positions operating in the student teaching situation can be viewed as an interaction system. Role conflicts, or contradictory role expectations that are held by the student teacher, supervising teacher, college supervisor, and school administrator tend to interfere in their interactive relationships in student teaching programs and lessen their effectiveness. Responses to role conflict problems (such as the use of handbooks for student teachers which attempt to define roles) have not been of the magnitude or design necessary to meet the needs of the situation. Role theory, as a system of interrelated concepts, can provide a useful way of examining the positions involved in student teaching experiences and, through the development of appropriate conceptual tools, can help all involved in student teaching more intelligently understand, anticipate, and solve problems of role conflict. (A 23-item list of selected references is included.) (SM)

ED 027 250

SP 002 217

Webb, Clark And Others

Description of a Large-Scale Micro-Teaching Program.

Brigham Young Univ., Provo, Utah. Coll. of Education.

Pub Date [68]

Note—10p.; Paper read at Dep. of Audiovisual Instr. Nat. Conv., Houston, Tex., Mar. 25, 1968 & Utah Acad. of Arts, Sci. and Lett., Provo, Apr. 12, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Effective Teaching, *Large Group Instruction, *Microteaching, *Program Descriptions, *Program Evaluation, Rating Scales, Self Concept, Self Evaluation, Student Evaluation, *Student Teachers, Teacher Education, Video Tape Recordings

Identifiers—Brigham Young University, BYU

This report describes the implementation of a large-scale program at Brigham Young University to provide for at least one microteaching experience for each of 730 students enrolled in a beginning education course. A definition of microteaching (the creation of a miniature teaching situation under controlled conditions) and the elements which make it unique (the ease with which the teaching situation can be controlled and manipulated and the availability of immediate feedback for the student teacher) are included. A 6- to 8-minute video taped teaching act by a student, and positive evaluation by other students and an instructor (or graduate assistant) are presented as part of the 30-minute microteaching session which is structured to achieve a behavioral objective formulated especially for the course. Objections to the anxiety which the microteaching situation may create are described and discounted. The equipment, facilities, and logistical problems (especially those created by the time expenditure involved in over 700 thirty-minute sessions) are provided. Closing sections summarizing student and faculty evaluation of the program's effectiveness emphasize that the concern is no longer with program justification but with program expansion. (SM)

ED 027 251

SP 002 219

Clothier, Grant

A Theoretical Basis for Professional Laboratory Experiences in Teacher Education.

Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.

Pub Date Nov 66

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Activity Learning, *Behavioral Objectives, *Laboratory Training, *Learning Theories, Practicum Supervision, Preservice Education, Role Perception, Self Actualization, Student Teacher Relationship, Teacher Characteristics, *Teacher Education, Teacher Experience, *Teacher Role

Broad objectives for professional laboratory experiences in teacher education are necessary to avoid haphazard and unimaginative programs. Some objectives (the theoretical basis) should be drawn from the behavioral sciences and then tested practically and refined. The laboratory, through the teacher in charge, must provide numerous and varied learning experiences for the student teacher; a learning experience allows the student teacher to perceive his own behavior in relation to a teaching situation, to modify that behavior if necessary, and to perceive the consequences of his decisions. The responsibility of the teacher in charge is to help in the analysis of these experiences rather than to dictate the responses of the student teacher and to encourage self-confidence and dignity through his own behavior. Through such laboratory training, the student teacher should grow in his ability and confidence to make decisions and in his understanding of his role as a teacher. (A 15-item bibliography is included.) (LP)

ED 027 252 SP 002 220

Jordan, Daniel C.
Report on the Task Force Meeting on Task Analysis and Role Definition. (Indiana State Univ., October 1967).

Indiana State Univ., Terre Haute.

Pub Date Oct 67

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Educational Change, Information Needs, *Instructional Staff, Interagency Cooperation, *Job Analysis, Manpower Utilization, Models, *Organizational Change, Resource Staff Role, *School Organization, Staff Improvement, Staff Role, *Staff Utilization, Teacher Education, Teacher Educators, Teacher Improvement, Teacher Role

If education is to keep up with social and technological change, teachers must be learning and developing at a rate similar to that of students, requiring the educational staff to render highly diverse and wide-ranging services. The basic strategy essential to such services is the development of differentiated staffing patterns which will allow any given school district to meet its needs in terms of available resources. Priority tasks required for differentiating the profession include (1) collecting, organizing, storing, and disseminating all necessary information (especially role definitions and staffing pattern models) and (2) utilizing this information to create a favorable climate for change. Other recommended actions include reform of pre- and inservice teacher education and re-education of teacher educators; identification of a large manpower pool; cooperation among educational agencies; and provision of financial and consultative assistance to project developers. (The report includes three appendices: (1) lists of anticipated benefits (for students, teachers, and the public) of differentiated staffing structure; (2) an example of a differentiated staffing pattern model with task analysis for the positions of professional specialist, learning engineer, staff teacher, academic assistant, and technical assistant; and (3) a list of problem areas needing priority attention. (JS)

ED 027 253 SP 002 222

Ramsey, Irvin L.

The Student Teacher and Human Relations. AST Bulletin Number 26.
Association for Student Teaching.

Pub Date 66

Note—30p.

Available from—The Association for Student Teaching, State College of Iowa, Cedar Falls, Iowa (\$1.50).

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Effective Teaching, Guidelines, *Human Relations, *Interpersonal Competence, Interpersonal Relationship, Job Satisfaction, Manuals, *Preservice Education, Self Concept, Student Evaluation, *Student Teachers

The student teacher must develop and incorporate into his behavior human relations skills to enable him to relate effectively to members of his classroom and of the school community. Serving

as a basis for evaluation, a method of gaining the fullest satisfaction from teaching, and a prerequisite to more effective teaching, these skills are dependent on the observation of certain basic principles within the framework of self knowledge: many interests and varied experiences contribute to the development of a well-rounded individual; acceptance of the opinions and individual characteristics of others reflects a belief in the worth of the individual; consistent behavior is an aid to the establishment of good rapport; readiness, willingness and promptness are indicative of a genuine attitude; appearance is an introduction to the kind of person one is; anger and gossip tend to obscure rather than solve problems; a healthy sense of humor nurtures a reciprocal relationship which does not flourish at the expense of others; the mode of expression conveys meaning; frankness, honesty, and straight-forwardness alleviate doubts and misunderstandings; compliments and criticism must be administered and received judiciously; and friendship is based on respect. (Included are some descriptive situations in which the principles may be identified, and a four-item selected reference list.) (SM)

ED 027 254 SP 002 225

Cory, N. Durward

Incentives Used in Motivating Professional Growth of Teachers.

North Central Association of Colleges and Secondary Schools, Chicago, Ill. Sub-Committee on In-Service Education of Teachers.

Note—23p.

Available from—Charles W. Boardman, Prof. of Educ., Univ. of Minn., Minneapolis (Reprints \$.25 single copy; 10 or more \$.15 each).

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Administrative Problems, *Educational Research, *Incentive Systems, Inservice Programs, *Inservice Teacher Education, Surveys, Teacher Administrator Relationship, *Teacher Improvement, *Teacher Motivation, Teacher Orientation, Teacher Salaries
Identifiers—North Central Association

This publication is the product of a project designed to study problems of inservice teacher education and to assemble data on promising practices that might stimulate schools to develop vigorous programs of professional growth. Chapter 1 discusses the project's rationale and the procedures used in gathering data from literature, visits, and discussions with administrators, attendance at panels and discussions, and questionnaire replies obtained from 259 principals and 1,197 teachers in a 261-school cross section of North Central Association members. Chapter 2 presents discussion and summary lists of observations, conclusions, and suggestions (compiled from the data) on conditions and procedures conducive to the development of the teacher attitudes and behavior which result in continuous professional growth. Topics include elements of a good inservice program, major problems faced by principals in initiating programs, important characteristics of teacher orientation and induction programs, school-community relations incentives, specific salary incentives, and advantages to inservice education of an extended school year. Chapter 3 lists 60 practices principals have found to be effective and 60 incentives listed by teachers as the most promising in their own school systems. A summary of conclusions and a 17-item bibliography are included. (JS)

ED 027 255 SP 002 231

Teacher Education: Issues and Innovations. (21st Yearbook, Chicago, 1968).

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 68

Note—375p.

Available from—The American Association of Colleges for Teacher Education, 1201 16th St., N.W., Washington, D.C. 20036 (\$5.00).

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), College School Cooperation, *Confidence Reports, Disadvantaged Youth, Evaluation Criteria, Federal Aid, Federal Legislation, Federal Programs, *Interinstitutional Cooperation, International Education, Models, Program Coordination, *Staff Utilization, Standards, State Programs, *Teacher Education, *Teacher Educators, Urban Education

Identifiers—AACTE, *American Association of Colleges for Teacher Education Professions Development Act, EPDA

The major portion of this yearbook is devoted to proceedings of the 1968 annual meeting. There are panel presentations with discussion on five topics: the preparation and development of teacher educators, staff differentiation and the preparation of educational personnel, education professions development for urban and depressed areas, development and dissemination of model programs as a strategy for change, and statewide efforts to coordinate programs affecting teacher education. Addresses presented include the ninth Charles W. Hunt Lecture on "Teachers: The Need and the Task"; the President's address by John R. Emens; "A View from Washington" by Harold Howe II; and others on "The Education Professions Development Act", "Preparation of Teachers for the Central City", "Student Activists and Faculty Irrelevance", "Some Thoughts on International Education", and "Africa: A Continent Seeking Identity." The proceedings of the annual business meeting contain reports of the Executive Secretary, of conference and standing committees, and of the NDEA National Institute for Advanced Studies in Teaching Disadvantaged Youth. Other contents include the Distinguished Achievement Awards; the proposed new standards and evaluative criteria for the accreditation of teacher education; the constitution and bylaws; and a directory of officers, committees, and member institutions. (JS)

ED 027 256 SP 002 232

Millett, Gregg B.

Comparison of Four Teacher Training Procedures in Achieving Teacher and Pupil "Translation" Behaviors in Secondary School Social Studies.

Pub Date 69

Note—6p.; Paper presented at the meeting of the American Educational Research Assn., Los Angeles, Calif., 1969.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Demonstrations (Educational), *Educational Experiments, Lecture, Social Studies, *Teacher Education, *Teacher Interns, *Teaching Techniques, *Training Techniques

A study was designed to determine whether different training procedures could change specific behaviors of 39 intern teachers and their pupils in secondary school social studies classes. Interns were randomly assigned to four training groups each of which received typewritten transcripts from the 1953 McCarthy investigations which were to be used the next day in developing pupil "translation" behaviors during class discussion of the typewritten transcripts. The four treatments were (1) unstructured discussion of the material, (2) oral instruction in the use of teacher translation tactics relative to the material, (3) videotaped demonstration of teacher translation tactics being used to develop pupil oral translations of the material, (4) combination of the oral instruction and the videotaped demonstration. Audiotape recordings of the interns teaching the McCarthy lesson provided data for measuring pupil oral translation and seven teacher translation tactics; written tests given at the end of the period provided a measure of pupil translation ability. Two independent raters scored the tapes and tests. Analyses of variance and the Kruskal-Wallis test of results indicated that treatment 1 was significantly inferior to the others, and the Newman-Keuls test indicated significant differences (.05 level) between treatment 4 and treatments 2 and 3, favoring the combination treatment. (JS)

ED 027 257 SP 002 233

The ABC's of Teacher Corps Recruiting. Office of Education, Washington, D. C. Teacher Corps.

Pub Date 67

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Administrator Guides, *Career Choice, *College Students, *Information Dissemination, Mass Media, Program Planning, Public Relations, Teacher Education, Teacher Interns, *Teacher Recruitment, Teacher Selection

Identifiers—Chicago, District of Columbia, *Teacher Corps

The first half of this detailed guide on Teacher Corps recruiting, designed for the use of school administrators, presents all procedures necessary for an effective college campus recruiting program. Included are sections on planning the ap-

proach; forming a recruiting team of teacher interns; laying out an interesting schedule (with time planning); implementing public relations (such as securing the support of community leaders, making protocol calls on the college placement director and the public relations officer, ordering posters from Teacher Corps Washington, and enlisting the aid of radio, television, and the press); and the final followup. A chronological checklist summarizing these activities is also presented. Appended as the second half of the guide is a detailed description of a Teacher Corps recruitment program which took place in Chicago in 1967. (SM)

ED 027 258

SP 002 234

Experimental Model School Unit. Application for Continuation Grant. P.L. 89-10 ESEA, Title III. Charlotte-Mecklenburg Public Schools, Charlotte, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Grant—OEG-3-7-703720-4882

Note—256p. de2

EDRS Price MF-\$1.00 HC-\$12.90

Descriptors—Data Processing, *Educational Innovation, Educational Objectives, Elementary Schools, *Experimental Curriculum, *Experimental Schools, Federal Programs, Humanities Instruction, Inquiry Training, Inservice Education, Kindergarten, Language Instruction, Nature Centers, *Program Descriptions, *School Organization, Secondary Schools, Supplementary Educational Centers, Team Teaching, Ungraded Programs, Vocational Education

Identifiers—Charlotte-Mecklenburg Schools, Elementary and Secondary Education Act, EMSU, ESEA, ESEA Title III, *Experimental Model School Unit, North Carolina

This application for continuation of an ESEA, Title III, grant to the Charlotte-Mecklenburg, N.C., Schools' Experimental Model School Unit (a senior high school and its two junior high and six elementary feeder schools with a program of research, experimentation, innovation, and dissemination designed to act as a catalyst for curriculum, organizational, and technological improvement throughout the region) includes (1) a narrative report of the first year's operation, (2) projected activities for the remaining two years of the project period, (3) statistical data form reports, and (4) financial report including proposed budget summary and estimated expenditures. The narrative report contains program objectives, descriptions of operational activities, and evaluation of each of the initial eight programs: kindergarten, science nature center, humanities (inter-disciplinary approach), nongraded/team teaching, learning resources center (supplementary instruction), project evaluation, inservice education, and dissemination. The section on projected activities contains description of educational needs, objectives, activities, and evaluation procedures for the 16 new project phases including programs in individualized mathematics instruction, foreign language studies, vocational education, data processing instruction, guidance activity coordination, inquiry training, and creativity motivation. (JS)

ED 027 259

SP 002 236

Descriptions of Paraprofessional Programs in Education.

National Commission on Teacher Education and Professional Standards, Washington, D.C.; New York Univ., N.Y. New Careers Development Center.

Pub Date Jan 69

Note—38p.; Background paper for the National Conf. on the Paraprofessional, Career Advancement, and Pupil Learning, Jan. 9-10, 1969.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Careers, College Curriculum, *Cooperative Programs, Inservice Education, Inservice Programs, *Job Analysis, *Job Training, *Paraprofessional School Personnel, Program Administration, *Program Descriptions, Teaching, Veterans Education

Identifiers—VAULT

This collection of project descriptions of paraprofessional programs in education, originally compiled for use at the 1969 national conference, is designed to provide up-to-date information on various aspects of operating paraprofessional programs. The agencies conducting these seven pro-

grams, each of which is reported here by its project administrator, were selected in order to represent a cross section of educational institutions and geographic areas: Arizona Center for Early Childhood Education, Tucson; Garland Junior College, Boston, Mass.; Greenburgh Central School District, Hartsdale, N.Y.; Highland Park Free School, Roxbury, Mass.; Huntsville-Madison Co. Education Improvement Program, Ala.; University of Minnesota Office of New Careers, Minneapolis; Webster College (Project VAULT), Mo. The project accounts—which include information on funding source, cooperating agencies, dates, and number of paraprofessionals involved—describe classroom management and instructional tasks performed by the paraprofessionals; advancement systems; inservice training designs; and college curricula (higher education for trainees). Some of the writers also discuss the negotiating process followed to implement programs, including solicitation of funds, and outline some of the major issues affecting their success. (JS)

ED 027 260

SP 002 238

Popham, W. James

Validation Studies: Performance Tests of Teaching Proficiency in Vocational Education.

Pub Date 69

Note—22p.; Paper presented at the American Educational Research Assn. meeting, Los Angeles, Calif., Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Academic Achievement, Achievement Gains, Achievement Tests, Behavioral Objectives, *Educational Experiments, *Effective Teaching, *Evaluation Techniques, Industrial Arts, *Performance Tests, Teacher Evaluation, Teacher Experience, Validity, Vocational Education

A project was undertaken to develop and validate a method of assessing teacher competence through the use of pupil performance tests. Teachers were given a list of specific, operationally defined objectives for a particular topic and directed to teach the objectives. Teacher competence was judged in relationship to the way their students performed on pre- and posttests of behaviors stated in the objectives. An attempt to validate this method of measuring teacher effectiveness involved contrasting the results produced by experienced teachers and nonteachers (28 pairs teaching a 10-hour auto mechanics unit and 16 pairs teaching a 10-hour electronics unit to high school industrial arts classes). Calculations of mean and standard deviation, internal consistency coefficients, intercorrelations between a number of variables, and analyses of covariance between pupil scores and interest revealed no significant differences between the teachers and nonteachers. Results (which confirmed those of an earlier study using social science classes) were interpreted as indicating that the experienced teacher is not more experienced than the nonteacher in modifying learner behavior in terms of previously established instructional objectives. Findings do not, however, refute the basic assumption that performance test measures are presently the most serviceable legitimate indices of teaching proficiency. (Related to ED 013 242, BR-5-0566.) (JS)

ED 027 261

SP 002 243

Learning and Teaching: Secondary School.

Fordham Univ., Bronx, N.Y. School of Education.

Pub Date [66]

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Adoption (Ideas), Cooperating Teachers, Course Descriptions, *Curriculum Guides, Educational Psychology, Education Courses, Learning Theories, Orientation, *Preservice Education, *Secondary Education, Student Teaching, Teacher Education, *Teacher Education Curriculum, Teaching Methods, Teaching Skills, *Teaching Techniques, Team Teaching

This detailed syllabus for a one-semester course entitled Learning and Teaching in Senior High Schools given in conjunction with student teaching presents objectives of the course (including the integration of principles of educational psychology and teaching into the student's experiences in apprentice teaching; assistance to the student in adapting to the policies and prac-

tices of his assigned school and in learning to apply alternative policies and innovations; and the development of skills in performing duties as a teacher) and its organization (including the use of a team approach with an educational psychologist, subject-matter specialists, and cooperating teachers; and the utilization of the six hours per week of university study). Organized on the basis of spiral development, the syllabus has two parts which are subdivided into units of purpose and further divided into detailed methods, readings, and activities. Part 1, consisting of six units to be given in 16 hours, emphasizes the orientation of the apprentice teacher to his school environment, the teaching skills and curricular materials needed for the early part of the term, and a brief overview of methods and materials; Part 2, organized into 10 units to be given during the remainder of the semester, presents a sustained treatment of the principles of learning and relates them to the teaching of the respective subject-matter specialties of the apprentice teacher. (SM)

ED 027 262

SP 002 245

Meier, John Brudenell, Gerald

Report: Remote Training of Early Childhood Educators.

Colorado State College, Greeley. Inst. for Child Study.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Grant—OEG-3-7-420040-3793

Note—44p.; A Title XI Institute of the National Defense Education Act

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Communication Skills, Continuous Progress Plan, *Decentralization, Disadvantaged Youth, Educational Innovation, Educational Research, *Elementary School Teachers, Evaluation Techniques, Experimental Programs, Inservice Teacher Education, Instructional Improvement, Interaction Process Analysis, *Microteaching, Minority Group Teachers, Program Descriptions, *Program Evaluation, Teacher Attitudes, *Teacher Education, Teacher Evaluation, Teacher Orientation

Identifiers—Bringing Up Children Inventory, BUC, I-E, I-E Scales, New Nursery School, SimulAC, Simulated Lesson Analysis Chart, This I Believe Test, TIB

This final report of the 1967-68 experimental training program for teachers of young disadvantaged children details the objectives and operation of remote microteaching. Communication techniques emphasizing personal contact between the Institute staff in Colorado and trainees teaching in home schools across seven states are described and in part reproduced. The staff, whose responsibilities are individually listed, mailed to trainees videotaped learning episodes (detailed in Appendix A) designed around New Nursery School program objectives outlined in the report. Program evaluators considered first the feasibility of the training process (how location remoteness would affect microteaching and its goals) and second the attitude change in teachers. Data was collected through trainer/trainee comments, reproduced in part; three attitudinal tests, This I Believe (TIB), for which a three-item bibliography is included), Bringing Up Children (BUC), and I-E Scales (I-E), for each of which descriptions and test results are given; and the Simulated Lesson Analysis Chart (SimulAC) comprised of nine charts to aid in lesson critiquing. Excerpts of SimulAC and trainee responses are reproduced. Report details also cover trainee selection and orientation to microteaching, equipment management, effects of the program on the Institute, and a program projection. (LP)

ED 027 263

SP 002 246

Wilkinson, Dorey A. And Others

The Atlanta Area Workshop on Preparing Teachers to Work with Disadvantaged Youth. Report Two, The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 68

Note—24p.

Available from—The American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.50).

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Conference Reports, *Disadvantaged Youth, Individualized Instruction, Inservice Teacher Education, *Instructional Improvement, Preservice Education, School Community Relationship, *Social Attitudes, Student School Relationship, Student Teacher Relationship, *Teacher Education, Teacher Workshops

The eight addresses delivered at the opening session of the 1967 Atlanta workshop by three teachers, three teacher educators, one curriculum advisor, and one college president postulate that working with disadvantaged youth requires special training of teachers and schools and that this requirement needs to be exposed. Problems of both the disadvantaged student and his teacher are explained generally in categories, such as culture shock, and more particularly in a few teacher experiences, with the goal of convincing educators that special teacher training is needed and that it is the responsibility of the school to reach out to understand the community and student, to be flexible in its programs, and to generate a better social order where the community has failed. Three areas for teacher training improvement occurred through the speeches: understanding the student and his potential, as in teacher training in the disadvantaged environment and exposure to already successful programs; implementing this understanding through continued supervisory help in inservice teaching and knowledge of how to individualize instruction creatively; and teacher recognition of his own reactions and feelings through participation in such activities as T Groups. (LP)

ED 027 264 SP 002 248

A Report of the Nineteenth Annual Kansas College Conference and Teacher Education and Professional Standards Conference on Teacher Education; An Examination of Standards and Evaluative Criteria for the Accreditation of Teacher Education.

Kansas Advisory Council on Education; Kansas State Dept. of Public Instruction, Topeka; Kansas State Teachers Association.

Pub Date 68

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Academic Standards, *Accreditation (Institutions), *Conference Reports, *Evaluation Criteria, Program Evaluation, Program Improvement, *Standards, *Teacher Education Curriculum

Identifiers—AACTE, American Association of Colleges for Tea, *Kansas, National Commission on Teacher Education, National Council for Accreditation of Te, NCATE, NCTEPS

The major portion of this report consists of speeches examining the work of a committee appointed by The American Association of Colleges for Teacher Education (AACTE) in 1966 to propose standards and evaluative criteria for the accreditation of teacher education. Speeches presented include: "NCATE Faces the 1970's" by Rolf W. Larson, director, National Council for Accreditation of Teacher Education; "Professional Accreditation of Programs in Teacher Education" by Edwin P. Adkins, associate vice president for research and program development, Temple University; "A Reaction for the Kansas Teacher Education and Professional Standards Commission" by Daryl E. Berry, state consultant, National Commission on Teacher Education Professional Standards; "A Reaction for the State Colleges and Universities" by J.D. McComas, dean, College of Education, Kansas State University; "A Reaction for the Council of Church-Related Colleges" by B.A. Gessner, dean of the college, Baker University; "A Reaction for Kansas School Administrators" by Alvin E. Morris, superintendent of schools, Wichita, Kansas; "A Reaction for Kansas Teachers" by Jessie Nichol, president, Kansas State Teachers Association; and "Summary Statement of Kansas College Conference and Teacher Education and Professional Standards Conference on Teacher Education" by Edward C. Pomeroy, executive secretary, AACTE. Also included are the ideas and reactions to the proceedings of 14 discussion groups composed of teachers, administrators, and professors. (SM)

ED 027 265

Clothier, Grant M. Lawson, James H.

Innovation in the Inner-City: A Report on Cooperative Urban Teacher Education Program.

Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Contract—OEC-3-7-062876-3076

Note—68p.

Available from—The American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Cooperative Programs, Data Analysis, Data Collection, *Educational Innovation, *Effective Teaching, Instrumentation, Mental Health, Program Descriptions, Program Evaluation, Sociology, Student Teacher Relationship, Student Teachers, Teacher Education, *Teacher Education Curriculum, Teaching Methods, Teaching Skills, Urban Culture, Urban Education, Urban Environment, *Urban Teaching, Urban Youth

Identifiers—Cooperative Urban Teacher Education Prog, CUTE, MCREL, Mid-Continent Regional Educational Lab

One third of this report on the Mid-Continent Regional Educational Laboratory's Cooperative Urban Teacher Education (CUTE) Program is a description of background information including origins, evolution, organization, structure, and formulation of the concepts used. CUTE is designed to improve urban teaching through helping the teacher to understand both his own and his pupil's attitudes, insecurities, anxieties, and prejudices; to understand both his own and his pupil's environment and culture; and to have knowledge and competency in reflective teaching methods for inner-city learners. Forming the second third is a section on the major curriculum concepts which evolved from previous discussion and which are studied within a framework of sequential development of curriculum activities (derived from six stages of student concerns: Where do I stand? How adequate am I? What do they do that? How am I doing? How are they doing? How does what I am influence them?) related to teacher education, sociology, and mental health. The closing sections on assessment and evaluation include descriptions of instrumentation, data collection, analysis of the data, revisions of evaluation, curriculum modifications, and transportability. Also included is a 28-item bibliography. (SM)

ED 027 266 SP 002 265

Bowman, Garda W. Klopff, Gordon J.

New Careers and Roles in the American School.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 68

Note—257p.

EDRS Price MF-\$1.00 HC-\$12.95

Descriptors—*Career Planning, Demonstration Projects, *Economically Disadvantaged, Inservice Education, Job Training, Methodology, Occupational Mobility, *Paraprofessional School Personnel, Program Descriptions, *Public School Systems, Rating Scales, Role Perception, School Community Relationship, Self Actualization, Staff Meetings, Staff Role, *Staff Utilization, Vocational Development, Vocational Education, Vocational Training Centers

After a general statement on approach (including information on background, rationale, difficulties, and purpose), this description of a detailed, exploratory, developmental study of the utilization of low income paraprofessional school personnel in an upward mobility program is divided into two phases. The first phase, defining role development and training, is a composite of 15 demonstration projects (including a section on the analysis of role perception) and detailed studies of two institutes for the training of auxiliary personnel. Presented as phase two of the study is an in-depth description of five continuing projects. Focusing on the effective utilization of paraprofessionals in meaningful tasks (involving direct contact with pupils to aid the teaching-learning process) as a foundation on which to build a comprehensive program of career

development, the projects analyze the process of institutionalization of the auxiliary personnel. The five continuing projects are presented as case studies including detailed information on the community; the objectives, origins, research designs, methodology, and the results of the projects; and the roles, functions, criteria for selection, training, and demographic data of the paraprofessionals. Also included are recommendations for more effective use of ideas developed in the study and the implications of the study for the value of teamwork in education. (SM)

ED 027 267 SP 002 266

Smith, B. Othanel And Others

Teachers for the Real World.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Contract—OEC-3-6-002042-2042

Note—188p.; Prospectus of the Steering Committee and Task Force of the NDEA National Institute for Advanced Study in Training Disadvantaged Youth.

Available from—The American Association of Colleges for Teacher Education, 1201 16th Street, N.W., Washington, D.C. 20036 (\$5.00).

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors—College School Cooperation, *Concept Formation, *Cross Cultural Training, Educational Theories, Preservice Education, Professional Continuing Education, Professional Recognition, Program Proposals, Racially Balanced Schools, Role Perception, School Community Cooperation, *Simulated Environment, Staff Utilization, Teacher Attitudes, *Teacher Education Curriculum, *Training Objectives, Training Techniques

This broad outline for a teacher education program aimed at creating teachers capable of dealing with children of all races and backgrounds stresses the need for systematized instruction of teacher trainees. After a brief discussion of the importance of differentiated staffing and common schools, the report specifies: the need for and uses of extensive theoretical preparation of the teacher trainee prior to field experience, and cooperation of local schools, community, and college to produce training complexes (attended before internship) where teaching situations are first video-taped, analyzed, classified, and indexed by educators according to situational categories and theoretical concepts and then analyzed by teacher trainees to improve behavioral insight and teaching techniques. Also specified are: types of subject matter knowledge and how these relate and should relate to college courses and teaching; preparation of teachers in governing themselves as a professional group; and the goals and content of perennial teacher education. A memo on financial implementation is included. (LP)

ED 027 268 SP 002 268

Engbretson, William E.

Analysis and Evaluation of Plans for Comprehensive Elementary Teacher Education Models. Final Report.

American Association of Colleges for Teacher Education, Washington, D.C.; Temple Univ., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-8056

Pub Date Jan 69

Grant—OEG-0-8-088056-4476(010)

Note—250p.

EDRS Price MF-\$1.00 HC-\$12.60

Descriptors—Behavioral Objectives, Curriculum Design, *Elementary School Teachers, Inservice Teacher Education, Instructional Design, *Models, Preservice Education, *Program Descriptions, *Program Design, Program Proposals, Staff Orientation, Staff Utilization, Systems Approach, *Teacher Education, Teacher Education Curriculum, Teacher Selection

Identifiers—George Peabody College for Teachers, New York, Stanford University, State University College at Brockport, System Development Corporation, Temple University, University of Illinois, University of Kentucky, University of Tulsa

The final report on the 1967-68 design phase of the Elementary Teacher Education Develop-

ment Program analyzes 71 unfunded proposals for teacher education models. (See ED 018 677 for funded models.) The report emphasizes the innovative and unique elements of the proposals, first through illustrating with proposal excerpts the nine required program components (Appendix D) and second through presenting eight edited and abbreviated models selected for their more inclusive coverage of components. Proposals were expected to detail theories and goals of teacher education in terms of desired teacher behaviors, a professional curriculum for prospective and inservice teachers, college faculty orientation, staff utilization, and followup and evaluative procedures including data management for continuous student diagnosis and program updating. A summary indicates commonalities and weaknesses in the unfunded models. The eight models selected for the second section were submitted by: State University College at Brockport, N.Y.; Stanford University; System Development Corporation; Temple University; George Peabody College for Teachers; University of Illinois; University of Tulsa; and University of Kentucky. A program introduction, statistical data on submissions, a 53-item bibliography, and a 145-item list of Office of Education, Bureau of Research documents on teacher education are included. (LP)

ED 027 269

SP 002 269

Kvaraceus, William C.

Thirteen Professors Project: Episodes in Positive Teaching. Project Report Five, The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.; New England Board of Higher Education, Winchester, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Note—27p.

Available from—The American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00).

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Classroom Environment, *College Teachers, Course Objectives, Discipline Problems, *Educational Improvement, Educational Innovation, *Educationally Disadvantaged, Ethnic Origins, *Field Experience Programs, Flexible Scheduling, Interinstitutional Cooperation, Language Instruction, Language Usage, Negro Youth, Pilot Projects, *Public Schools, Public School Teachers, Self Concept, Slow Learners, Spontaneous Behavior, Textbook Bias

Identifiers—Thirteen Professors Project

An attempt to provide college professors more contact with the classroom situations that their students will face as teachers is reported in this edited account of the experiences of 13 professors in a pilot study which was aimed at teaching the disadvantaged (reluctant learners). Included in the first sections are brief descriptions of the organization of the study (each professor was paired with a teacher in his specialty in a nearby public school and taught a one-semester course), the variety of students involved in the classes, and relevant course objectives devised by the professors. The middle sections, describing the professors' perceptions of their pupils and, at greater length, episodes in teaching and learning, include insights by professors about their pupils in positive terms, and about the need to activate the student through the use of spontaneous, flexible teaching and pertinent subject matter. The final sections are composed of implications for teacher education derived by the professors from their experiences, including the need for education about language usage and structure within the entire teaching profession, for practicum experience, for a thorough knowledge of the subject matter, and for closer contact between professors and teachers in public schools. A recapitulatory section emphasizes the problem of loss of status with peers by participating professors as a result of their involvement with the schools. (SM)

ED 027 270

SP 002 276

Trubowitz, Sidney

A Handbook for Teaching in the Ghetto School. B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date 68

Note—173p.

Available from—Quadrangle Books, Inc., 12 East Delaware Place, Chicago, Illinois 60611 (\$4.95).

Document Not Available from EDRS.

Descriptors—Black Community, *Classroom Communication, Classroom Environment, Disadvantaged Youth, Discipline Problems, *Elementary School Teachers, *Ghettoes, Individual Instruction, Individualized Curriculum, Instructional Materials, *Manuals, Negro Attitudes, School Community Relationship, Self Concept, Student Teacher Relationship, *Teacher Attitudes

Identifiers—Harlem, Manhattan, P.S. 79, Public School 79

This handbook, aimed at helping the new teacher in a ghetto elementary school, exposes the problems facing ghetto teachers and presents detailed practical ways in which successful teachers have dealt with them. Their solutions, which can be as specific as organizing a neat bulletin board to help create a secure atmosphere, are presented in the context of what they and the ghetto children and parents consider necessities for good teaching in the ghetto. Those necessities for teachers emphasized throughout the book are: understanding the reasons behind behavioral deviations before treating them; continuous self-examining; building security; becoming a part of the community without a deprecating or sympathetic attitude; treating students as individuals rather than as stereotypes; developing classroom learning experiences through knowledge and understanding of the students' experiences, interests, feelings, strengths, and deficiencies; orienting students in a structured way to their environment; and maintaining positive expectations. There are two appendices: a 60-item list of books for children relating to Negro life and a 37-item book list for teachers. A 72-item bibliography is included. (LP)

ED 027 271

SP 002 282

Piele, Philip K.

A Social-Psychological Study of Classroom Verbal Behavior.

Pub Date Feb 69

Note—10p.; A paper presented at the annual meeting of the American Educational Research Association, Los Angeles, Feb. 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Behavior Patterns, *Class Management, Classroom Observation Techniques, *Dogmatism, Educational Research, Interaction Process Analysis, *Teacher Behavior, *Verbal Ability, Video Tape Recordings

Identifiers—Flanders System of Interaction Analysis, Rokeach Dogmatism Scale

To test the validity of a previous study conducted under simulated teaching conditions (which found that openminded teachers use indirect influence more than closedminded teachers), it was hypothesized that the need to maintain classroom control influences the behavior of teachers under actual teaching conditions. Thirty-four high and low scorers on the Rokeach Dogmatism Scale were selected from a group of teachers untrained in interaction analysis and were asked to record on tape six 20-minute segments of regular class sessions, which were then analyzed using the Flanders system of interaction analysis. Findings show that under actual teaching conditions closedminded teachers, as compared to openminded teachers, tend to monopolize classroom talk through a variety of verbal behaviors and therefore seem excessively concerned with classroom control (their students talk less), an interpretation which may account for the lack of difference between open- and closedminded teachers in their use of indirect influence. This interpretation is based on the supposition that the Flanders system confuses verbal behaviors used for control with those used for indirect influence. Because of this apparent limitation of the Flanders system, and the study's other findings concerning the apparent influence of control, the conclusions of the previous study are questionable. (A nine-item bibliography is included.) (SM)

ED 027 272

SP 002 284

Kelly, James Jr.

The Four States Project: California, Colorado, Oregon, Wisconsin. Report Special, The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.

American Association of Colleges for Teacher Education, Washington, D.C.; Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Contract—OEC-3-6-002042-2042

Note—175p.

EDRS Price MF-\$0.75 HC-\$8.85

Descriptors—*Cooperative Programs, *Disadvantaged Youth, Feasibility Studies, Federal Aid, *Interagency Cooperation, *State Programs, Teacher Aides, *Teacher Education

Identifiers—Bethel Project, California, Colorado, Elementary and Secondary Education Act, ESEA, ESEA Title I, *Four States Project, New Careers Program, Oregon, Wisconsin

This document reports a feasibility study of state efforts in training teachers for the disadvantaged, a four-state project designed to (1) identify ways that training funds and other resources could be used more effectively in the improvement of preservice and inservice teacher education, (2) create a state structure or pattern of relationships which might facilitate the coordination and effective use of higher education resources for Title I training programs and others, and (3) develop statewide models for achieving the above ends in the four states which might be used by other states. The four chapters are abridged from the final reports of each of the four project components: the California project designed to evaluate teacher response to past efforts at retraining as a basis for improving state programs; the Colorado project in which colleges and universities in the state cooperated to develop models for possible use by teacher training institutions; the Oregon project which tested, through implementation of model programs, the possibility of the use of university resources to aid school districts in an inservice program to retrain teachers and teacher aides; and the Wisconsin project, a grass roots effort to establish a state pattern of relationships among various education agencies to produce more effective training programs. (JS)

ED 027 273

SP 002 308

Kooztz, Elizabeth D.

A Consumer's Hopes and Dreams for Teacher Education. The Tenth Charles W. Hunt Lecture.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 69

Note—17p.; Speech given before the annual meeting of The American Assn. of Colleges for Teacher Education, Chicago, Illinois, February 26, 1969.

Available from—The American Association of Colleges for Teacher Education, 1201 16th Street, N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*College School Cooperation, Continuous Learning, Educational Research, Educational Sociology, Individualized Instruction, Inservice Teacher Education, Preservice Education, Professional Continuing Education, *Speeches, Teacher Attitudes, Teacher Certification, *Teacher Education, Teacher Educators, Teacher Orientation, Teacher Recruitment, Teacher Role, Youth Leaders

From the point of view of the consumer, there is too much of a consumer-producer dichotomy in teacher education. Four distinct hopes and dreams, all interrelated, constitute selected aspects of this problem. First, teacher education should become a joint endeavor between inservice teachers and teacher educators possibly through the implementation of standards boards to encourage research, testing, and dissemination in the major problem areas of teaching. Second, teacher education should become an educational continuum in selection, initial preparation, induction into the profession, and graduate and continuing education by allowing inservice teachers to control their own continuing education, by encouraging local boards to contract with teacher education institutions for the establishment of new career programs for the disadvantaged, and by a reorganization of the certification process. Third, teacher education should be individualized and should emphasize sensitivity. Fourth, systematic orientation and induction of prospective teachers into teaching should be developed

through the study of the sociology of the teaching profession in terms of essential teaching tasks or abilities. The youth of today, better educated, more sensitive, and more concerned, should be involved in the solving of these problems. (SM)

ED 027 274 SP 002 309

Hemling, Esther D., Comp.

A Decade of Thought on Teacher Education: The Charles W. Hunt Lectures.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 69

Note—272p.

Available from—The American Association of

Colleges for Teacher Education, 1201 16th Street, N.W., Washington, D.C. 20036 (\$5.00).

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—College School Cooperation, *Educational Needs, Educational Sociology, Individualized Curriculum, Instructional Technology, Interdisciplinary Approach, Leadership Qualities, Professional Education, *Speeches, Staff Utilization, Teacher Certification, *Teacher Education, Teacher Qualifications

Identifiers—Africa, National Council for Accreditation of Teacher Education

This collection of 10 speeches, each of which was presented at one of the annual meetings of The American Association of Colleges for Teacher Education from 1960-69, has as its major theme the needs of teacher education. The speeches range in breadth from a specific proposal for restricted state-approved teacher certification to a general description of educational dilemmas and their remedies in differentiated staffing, charismatic teachers, and social relevance of both teacher education and non-college curriculums. The speeches range in approach from enumerating the essentials of teaching to awakening the audience to the high priority of education in Africa. Topics which recur through the speeches also include: cooperation between public schools and colleges and among departments within a college, individualized education (for students, teacher trainees, and inservice teachers), definitions and roles of scholarship and leadership, teacher sensitivity, educational technology, professional training, and the role of research. Biographical data for each speaker is included. (LP)

ED 027 275 SP 002 312

Morrison, Virginia B. Ray, William J.

WEXPO-9: An Experimental Approach to the Preparation of Elementary School Teachers for Inner-City Schools. Phase I.

Detroit Public Schools, Mich.; Wayne State Univ., Detroit, Mich. Coll. of Education.

Pub Date [68]

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—Behavior Change, Cooperative Programs, Education Majors, Feedback, Learning Processes, Lesson Observation Criteria, *Practicums, *Preservice Education, Program Descriptions, *Program Evaluation, Student Teaching, Teacher Behavior, *Teacher Education Curriculum, Urban Education

Identifiers—Corey, Developmental Reading Lesson Schedule, Fischer T Test, Miller, Observer Schedule and Record Form, OSAR 4, Revised Observer Schedule and Record Form, ROSAR II, Wayne State Experimental Project, WEXPO-9

This document investigates the Wayne State Experimental Project in the Region 9 Teaching Center of Detroit (WEXPO-9) which is designed as a cooperative program to better prepare inner city teachers by introducing them to student teaching (in the inner city) in their junior year; to assess the influence of preparation in concepts of teaching and learning, observational procedures, and instrumentation on teacher behavior; and to detect changes in teaching behaviors of the small group of student teachers throughout the three phases of the program (coinciding with three quarters of the academic year). Background information on program construction is included along with descriptions of activities in each phase of the program, such as volunteer paraprofessional work and instruction in the languages of teaching and learning in phase one, actual contact with student teaching in phases two and three, and instruction in the use of observational

schedules and feedback in all phases. Through analysis of the detailed objective and subjective evaluation data accompanying each section, the following conclusions were reached: an awareness of the language of teaching concepts and training in observing and interpreting data had a positive effect on teaching behaviors, and the student teachers were better prepared for teaching in the inner city than those involved in conventional student teaching programs. (SM)

ED 027 276 SP 002 337

Di Vesta, Francis And Others

Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Evaluation of Final Report.

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9018

Pub Date 31 Dec 68

Contract—OEC-0-8-9018-3313(010)

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—Behavioral Objectives, Educational Sociology, Educational Strategies, *Elementary School Teachers, *Evaluation, Field Experience Programs, Individual Development, Inservice Teacher Education, Liberal Arts, *Models, Preservice Education, Professional Education, *Program Descriptions, School Industry Relationship, Sensitivity Training, Staff Role, Systems Concepts, *Teacher Education, Teacher Education Curriculum

This evaluation of the Syracuse University model for elementary teacher education (SP 002 147-48) is performed by 15 nonSyracuse educators who contributed their reactions (recorded in separate chapters) to specific model components in terms of the latter's strengths, weaknesses, and feasibility. The authors of the first four chapters, in viewing the overall model, pivoted their critical remarks around: the influence of behavioral science on teacher training, the curriculum, generalizability and feasibility of the model for adopting institutions, and the model's assumptions and structure. The remaining 11 chapters are critiques of the following model components: Liberal Arts, Methods and Curriculum, Child Development, Teaching Theory and Practice, Professional Sensitivity Training, Social-Cultural Foundations, Self-Directed (student participation in program decisions), Field Experience, and the Support Systems for Program Development, Information and Evaluation, and Organization. (LP)

ED 027 277 SP 002 344

Armstrong, Robert J.

A Comparative Study Concerning Administrative Aspects of Elementary Off-Campus Student Teaching Programs: Current Practices and Proposed Patterns.

Salem State Coll., Mass.

Pub Date 68

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—College High School Cooperation, *Comparative Analysis, Cooperating Teachers, *Cooperative Programs, Educational Research, Elementary School Teachers, *Program Administration, Questionnaires, School Superintendents, Statistical Surveys, *Student Teaching, Teacher Educators

Identifiers—Massachusetts, United States

A study was made to determine the current status of selected administrative areas of student teaching programs in Massachusetts and cooperative student teaching programs throughout the nation, the desirability of establishing cooperative programs in Massachusetts, and the organization and implementation of these programs. Specific administrative areas investigated included the selection of cooperating school systems, the appointment of personnel, the nature of the student teaching experience, the remuneration made by the colleges, the types of orientation programs, the use of nonpublic schools, and the use of supervisory and evaluation practices. The responses to questionnaires of the participants (including all Massachusetts superintendents of elementary schools, all Massachusetts directors of elementary student teaching programs, and directors of cooperative student teaching programs throughout the nation) were gathered and compared, revealing that the profession in Mas-

sachusetts is dissatisfied with the current status of student teaching programs and is willing to implement change. (Only 10 percent of the colleges in Massachusetts have cooperative student teaching programs similar to those elsewhere, and over 90 percent of the profession desire them.) (Recommendations and a model for implementation are included.) (SM)

ED 027 278 SP 002 371

A Proposal by the Student National Education Association and the Southwestern Cooperative Educational Laboratory. A Student Teacher Live-In Indian Project.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.; Student National Education Association, Washington, D.C.

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—American Indians, *Cross Cultural Training, Education Majors, Project Applications

Identifiers—Canoncito Navajo Reservation, New Mexico

A live-in project for 10 prospective teachers at the Canoncito Navajo Reservation (Laguna, N. Mex.), commencing in February 1969 with participant recruitment by reservation representatives and the Southwestern Cooperative Educational Laboratory (SWCEL), is designed to determine the contribution of the student teachers to the Indian community and to assess the potential for personal sensitivity growth and teacher education reform through such cross-cultural exposure. Following their recruitment, students will participate in a week's orientation phase designed to provide a general ethnological understanding of Navajo culture and of the particular reservation tribe, basic use of the Navajo language, personal awareness through sensitivity training, and a pre-live-in experience to determine individual student needs. During the subsequent six-week live-in, each student, paired with a community member or "buddy," is responsible for assisting school personnel, working with community development programs under Tribal Council guidance, developing an awareness of the community's educational problems or achievements, and keeping a personal log. Upon project completion, each student is expected to develop a curriculum of supplementary cross-cultural experiences. An illustrative film and formal evaluation by SWCEL are expected. (LP)

ED 027 279 SP 002 379

Veterans' Accelerated Urban Learning for Teaching (V.A.U.L.T.); Program Development and Projection.

Webster Coll., St. Louis, Mo.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date Dec 68

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Accelerated Programs, Career Choice, Disadvantaged Groups, Educational Interest, *Elementary School Teachers, Field Experience Programs, Ghetto, Higher Education, High School Graduates, Learning Motivation, Military Personnel, Motivation Techniques, *Negro Teachers, Program Descriptions, Student Teachers, *Teacher Education, Teacher Recruitment, *Veterans Education

Identifiers—VAULT, Veterans' Accelerated Urban Learning for

The Webster College Veterans' Accelerated Urban Learning for Teaching (VAULT) program, initiated in 1968-69, is designed to train the disadvantaged (primarily Negro veterans who would not normally attend college) to teach in ghetto elementary schools. Its purpose is to serve veterans and to control the following deficiencies in higher education: the lack of educational opportunity for those who do not possess the incentive or the traditional entrance requirements for college; the need in ghetto schools for minority group teachers; the need for male "father figure" teachers in ghetto schools; and the need for educated leadership in minority societies. To combat these problems, a 20-year curriculum was devised to include "hooker courses" (courses relevant to social and minority group problems designed to stimulate interest in formal education) offered on military bases, and "action courses" (courses which immediately place students in field situations) given on the Webster campus in conjunction with special interest courses which are in-

egrated into the undergraduate curricula leading to certification. On the basis of results (31 of 42 original students are still enrolled), VAULT leaders have projected an expansion program over the next five years. (Included is a curriculum outline and summary data on projections.) (SM)

ED 027 280 24 SP 002 420

Johnston, Donald P.
Selected Aspects of Self-Supervision by Student Teachers. Final Report.
Memphis State Univ., Tenn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-D-017
Pub Date 15 Jun 68
Grant—OEG-4-8-070017-0005-057
Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Analysis of Variance, *Attitudes, Attitude Tests, *Behavior Patterns, Check Lists, *Educational Experiments, Interaction Process Analysis, Post Testing, Secondary Schools, Self Evaluation, Statistical Analysis, *Student Teachers, *Supervision, Video Tape Recordings

Identifiers—Flanders System of Interaction Analysis, Memphis State University, Minnesota Teacher Attitude Inventory, MTAI, Pearson Product-Moment Correlation, Scheffe's Contrast Test

A stratified random sample of 84 student teachers in secondary school academic subject areas was distributed into four treatment groups according to a trichotomization of their scores on the Minnesota Teacher Attitude Inventory (MTAI). Each student teacher taught two 20-minute lessons with the same content to different classes of five pupils. On group supervised itself using videotape and Flanders' system of interaction analysis; another group was supervised in a more traditional manner (supervisor present). The two remaining groups experienced both self-supervision and teacher supervision. Upon program completion the MTAI was retaken (in one group retesting was at delayed intervals). Analysis of variance indicated the following: (1) No significant relationship exists between attitudes and teaching behavior before supervisory treatment. (2) Supervisory treatment tends to promote a significant relationship between attitudes and teaching behavior. (3) Self-supervision tends to promote indirect teaching and higher MTAI scores. (4) Estimated by student teachers of the percentage of indirect teaching they exhibit in their lessons are very inaccurate under both traditional and self-supervision. (5) No significant relationship exists between time and attitude change in student teachers supervised in a traditional manner. (Author/LP)

ED 027 281 24 SP 002 422

Brown, Bob Burton
An Investigation of Observer-Judge Ratings of Teacher Competence. Final Report.
Florida Univ., Gainesville.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1073
Pub Date 31 Jan 69
Contract—OEC-6-10-288
Note—148p.

EDRS Price MF-\$0.74 HC-\$7.50

Descriptors—Analysis of Variance, Attitudes, Attitude Tests, Behavior Rating Scales, Check Lists, Correlation, Educational Experiments, *Evaluation, Factor Analysis, Interaction Process Analysis, Interinstitutional Cooperation, *Lesson Observation Criteria, *Student Teachers, *Teacher Certification, *Teacher Qualifications

Identifiers—CBRS, Classroom Behavior Rating Scale, Dogmatism Scale, D-Scale, PBI, Personal Beliefs Inventory, Teacher Evaluation Scale, Teacher Practices Inventory, Teacher Practices Observation Record, TES, TPI, TPOR
Demonstrating and testing Conant's recommendation that teacher competence should determine certification, this four-phase study from 1964-68 developed and field-tested procedures for evaluating teacher competence and for determining how evaluation is affected by the beliefs of student teachers and observer-judges. Following the Phase I orientation of observer-judges and evaluation of rating instruments and procedures, 339 observer-judges from colleges, public

schools, and State Departments of Public Instruction rated 407 student teachers' clinical classroom performances over a one-year period (Phase II) with Teacher's Classroom Behavior Instruments. Prior to rating, students and observer-judges took three Study of Beliefs tests. Phase II data was statistically analyzed and compared with data from Phase III in which 100 Phase II subjects, then first-year teachers, and 100 experienced teachers were evaluated. Data analysis in Phase IV revealed: predictable interrelationships among teacher beliefs, teacher competence, observer descriptions, and observer-judge beliefs; belief gaps between colleges of education and public schools; and theory-practice discrepancies in teachers and observer-judges. Recommendations for use of these findings in teacher evaluation programs are made. (LP)

ED 027 282 SP 002 423

1968 AERA Research Training Presessions Program.
American Educational Research Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date 68
Grant—OEG-0-8-00010-17393(010)
Note—380p.

EDRS Price MF-\$1.50 HC-\$19.10

Descriptors—Educational Research, *Educational Researchers, *Program Descriptions, *Program Evaluation, Questionnaires, Rating Scales, Research Methodology, *Research Skills, *Training

Identifiers—AERA Research Training Presessions Prog, American Educational Research Association

This report of the 1968 American Educational Research Association (AERA) Research Training Presessions Program, designed to train educational researchers in fundamental research skills, includes introductory sections on background and planning and a major section consisting of descriptions and evaluations of each of the eleven 5-day sessions. The training areas in educational research included in the program are: reading skills; educational research management procedures; anthropological field methodology in the study of education (emphasizing classroom behavior and school administration); nonparametric methods in educational research; design and analysis of comparative experiments; new concepts in the scope, strategy, and purposes of evaluation; the computer and natural language; instructional product research (concerning the systematic development of education products that achieve prespecified instructional objectives); on-line computer applications in educational research; multivariate design and analysis in educational research (applied multiple linear regression); and development processes in college students. (SM)

ED 027 283 24 SP 002 424

Sowards, G. Wesley
A Model for the Preparation of Elementary School Teachers. Final Report.
Florida State Univ., Tallahassee.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-9021
Pub Date Oct 68
Contract—OEC-0-8-089021-3308(010)
Note—172p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 528-58018, \$2.00).

EDRS Price MF-\$0.75 HC-\$8.70

Descriptors—Admission Criteria, Behavioral Objectives, College School Cooperation, Computer Oriented Programs, Continuous Progress Plan, *Educational Specifications, *Elementary School Teachers, Field Experience Programs, Inservice Teacher Education, *Models, Performance Criteria, Preservice Education, Program Descriptions, Retraining, Specialization, Staff Utilization, Systems Approach, *Teacher Education, *Teacher Education Curriculum, Teacher Educators

Identifiers—Comprehensive Undergraduate and Inservice

The introduction to this program model presents an overview of the rationale, curriculum, and facilitating components of a program emphasizing achievement of stated performance criteria at individual progress rates. Sections on

rationale present (1) inferences about elementary school teaching drawn from predictions for society and for education by 1976 and (2) a task analysis of teaching which isolates five essential teaching behaviors upon which the total program is based: formulating objectives, selecting and organizing content, instructional strategies, evaluation skills, and professional responsibilities. The major sections present curriculum specifications for (1) the underclass phase (general education and preprofessional studies); (2) the preservice phase (program components for each of the five essential teaching behaviors); (3) the inservice phase (field work and on-campus programs); and (4) a specialization dimension allowing for emphases on different age groups, academic subjects, and differentiated teaching functions. Sections on the facilitating components present specifications for (1) an admissions and screening system reflective of teaching performance criteria, (2) a computerized management control system, and (3) a faculty development and utilization program to provide retraining for new roles. ED 018 677 is a related document. (JS)

ED 027 284 SP 002 427

Joyce, Bruce R.
The Teacher-Innovator: A Program to Prepare Teachers. Section I and II.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-9019

Pub Date Oct 68

Contract—OEC-0-8-089019-5307(010)

Note—537p.

EDRS Price MF-\$2.00 HC-\$26.95

Descriptors—*Behavioral Objectives, College Students, Decision Making, Democratic Values, Educational Environment, Educational Innovation, Educational Strategies, Individualized Instruction, *Inquiry Training, Interpersonal Competence, Laboratory Training, Learning Processes, Models, Organizational Climate, *Preservice Education, Program Descriptions, Spontaneous Behavior, Student Teacher Relationship, Teacher Education, Teaching Methods

Identifiers—Clark, Conceptual Systems Manual Sub-Categories, Fifer, Hunt, Lesser, Piaget

This description of a general program for the preservice preparation of the teacher-innovator, developed as a source of ideas for thinking about and recreating teacher education, is organized into four parts. Part I contains introductory chapters which present definitions of terms, a brief description of the program, and general considerations of innovation and change in teacher education. Part 2 includes chapters describing the creation of school-university centers of inquiry (the basic prerequisite of the program); the use of the democratic method and differentiation of instruction (within the concept of group inquiry) as models through which the program is developed; and the development of a contact laboratory for training experiences with children and schools. Part 3 (the body of the report) consists of descriptions of the four basic components (derived from basic teaching processes) of the program: interactive teaching (using teaching strategies and decisionmaking skills); institution-building (developing an innovative organizational climate); innovating (developing teacher spontaneity and flexibility); and continuing teacher scholarship (studying the teaching-learning process and the learning ability of children). Descriptions of possible implementation and evaluation problems and procedures are presented in Part 4. Source papers for each component are included. ED 018 677 is a related document. (SM)

ED 027 285 SP 002 428

Behavioral Science Elementary Teacher Education Program. Final Report. Volume I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-9025

Pub Date 31 Oct 68

Contract—OEC-0-8-089025-3314(010)

Note—625p.; Volume I of three volumes.

EDRS Price MF-\$2.50 HC-\$31.35

Descriptors—Behavioral Objectives, *Behavioral Sciences, Computer Oriented Programs, Continuous Progress Plan, *Elementary School Teachers, Field Experience Programs, Individualized Instruction, Inquiry Training, Interdisciplinary Approach, Interpersonal Com-

petence. *Models, Practicums, *Preservice Education, Program Descriptions, Self Actualization, Self Evaluation, *Teacher Education Curriculum

Identifiers—Comprehensive Undergraduate and Inservice, EIP, Elementary Intern Program Clinical Experiences and General-Liberal Education, two of eight major model components, comprise the major portion of this volume which also includes an overview of the program and a summary of all model components. (The remaining components are detailed in Volumes II and III, SP 002 429-30.) Sections I and II of this volume reveal a model directed toward behavioral objectives through the use of paradigmatic modules which can be individually programmed and evaluated and which focus on the principles and processes of various disciplines. Numerous computer print-outs of the Clinical Experiences and General-Liberal Education modules are reproduced with discussions of the facets of both components. Included within the first component, which is designed to move the prospective teacher toward a clinical behavior style and which presupposes a clinic-school setting, are an interpersonal process phase and field experiences from initial tutoring of peers to full-year internship. The facets of the second component, which is concerned with individual fulfillment and citizenship, are discussed according to themes, such as the theme of music within humanities, anthropology within social science, and cosmology within natural sciences and mathematics. Syllabuses and references for particular themes are included. ED 018 677 is a related document. (LP)

ED 027 286 SP 002 429

Behavioral Science Elementary Teacher Education Program. Final Report. Volume II. Michigan State Univ., East Lansing. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-8-9025. Pub Date 31 Oct 68

Contract—OEC-0-8-089025-3314(010)

Note—757p; Volume II of three volumes.

EDRS Price MF-\$3.00 HC-\$37.95

Descriptors—Behavioral Objectives, *Behavioral Sciences, Computer Oriented Programs, Continuous Progress Plan, *Elementary School Teachers, Field Experience Programs, Individualized Instruction, *Inquiry Training, Interdisciplinary Approach, Liberal Arts, *Models, Preservice Education, Program Descriptions, Simulation, Specialization, *Teacher Education Curriculum

Identifiers—Audio Visual Tutorial Method, AVT, Comprehensive Undergraduate and Inservice, Diffusion Project

Volume II separately details two model components: Scholarly Modes of Knowledge, in which problem-solving techniques and the applicability of subject content to teaching are emphasized, and Professional Use of Knowledge, in which the student translates what he knows about various disciplines and human learning into instructional strategies. Each component, introduced with reference to its overall purpose and place within the program, is divided into subject matter areas. Scholarly Modes of Knowledge encompasses linguistics, communication (with a memo on a simulation game, "Change Agent"), literature for children, fine arts (subdivided into visual, aural, and motor experiences), social science, science, mathematics, and program specialization. Professional Use of Knowledge, which is based on the assumption that instruction in clinical analysis will benefit a prospective teacher more than blind textbook obedience, is aligned with reading, language arts, social studies, science, and mathematics. The scope of each subject matter area is revealed through descriptions or outlines of objectives, rationale, hypotheses, unique approaches, development of analytical skills or modes of inquiry, organization, resources, content, and syllabuses. Computer print-outs of sample modules accompany each area. SP 002 428, SP 002 430, and ED 018 677 are related documents. (LP)

ED 027 287 SP 002 430

Behavioral Science Elementary Teacher Education Program. Final Report. Volume III.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-8-9025. Pub Date 31 Oct 68

Contract—OEC-0-8-089025-3314(010)

Note—591p; Volume III of three volumes.

EDRS Price MF-\$2.25 HC-\$29.65

Descriptors—*Behavioral Sciences, Behavior Theories, Child Development, Computer Oriented Programs, Educational Philosophy, Educational Psychology, Educational Sociology, *Elementary School Teachers, Information Systems, Inservice Teacher Education, Interinstitutional Cooperation, *Models, Preservice Education, Program Administration, Staff Role, *Teacher Education Curriculum

Identifiers—Behavioral Science Teacher Education Pro, BSTEP, CAI, Comprehensive Undergraduate and Inservice

This volume completes the elementary teacher education model (see SP 002 428-29) with sections on Human Learning, Continued Professional Development, and management and information retrieval systems. In Human Learning, a model component embracing preservice and inservice education, five detailed course outlines in the areas of growth and development in the preschool child, educational psychology, and the social philosophical foundation of education are presented as syntheses of the multiple theoretical and philosophical points of view found in experts' opinions and research based studies on human learning (cognitive and affective) and the forces influencing behavior in and out of school. The section on Continued Professional Development discusses the objectives, organization, and differentiated staffing pattern of personnel (including extensive information on the Media Specialist) in a clinic-school network which operates with the theory-practice cycle. In the description of the program's administration in section 3, the interrelatedness and mutual support of the five subsystems (program development, evaluation, clinical experiences, management-planning, and information retrieval) are stressed. Section 4 develops the information storage and retrieval subsystem through all phases of the program. ED 018 677 is a related document. (LP)

ED 027 288 SP 002 447

Davis, O. L., Jr. Smoot, B. R.

Effects on the Verbal Teaching Behaviors of Beginning Secondary Teacher Candidates' Participation in a Program of Laboratory Teaching. Texas Univ., Austin. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Feb 69

Note—11p; A paper delivered at the convention of the American Educational Research Assn., Los Angeles, California Feb. 7, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Behavior Change, Educational Experiments, Feedback, Laboratory Schools, Lesson Observation Criteria, *Microteaching, Preservice Education, Secondary School Teachers, *Teacher Behavior, Verbal Ability

Identifiers—Laboratory Observation Schedule and Reco, LOSCAR

One hundred and forty secondary teacher candidates who were enrolled in a first course in teaching were the subjects of a seven-week study to determine the effects of microteaching in a Teaching Laboratory (TL) on verbal behaviors. All students taught a 10-minute pretest prior to the start of the study and then were divided into two groups. Group A students (85) taught five to eight-minute TL lessons with feedback and subsequent reteach lessons in two cycles (emphasizing clarification of instructional objectives and interaction). Group B students (55) had no direct teaching experience. At the end of the seven-week period, all students taught a 10-minute posttest. When both sessions were measured using the Laboratory Observation Schedule and Record (LOSCAR) and when data obtained were subjected to analysis of covariance, results indicated that teaching candidates' verbal behaviors can be modified in a TL. Adjusted group means showed statistically significant differences in 17 of the 22 variables of the LOSCAR favoring group A. (A 16-item bibliography is included.) (SM)

ED 027 289 TE 000 009

The National Interest and the Teaching of English: A Report on the Status of the Profession.

National Council of Teachers of English, Campaign, Ill.

Pub Date 61

Note—143p.

EDRS Price MF-\$0.75 HC-\$7.25

Descriptors—Articulation (Program), Class Size, Educational Legislation, Educational Research, *English Curriculum, *English Instruction, Federal Programs, Inservice Teacher Education, Language, Literature, Sequential Approach, Teacher Certification, *Teacher Education, *Teacher Improvement, Teacher Shortage, Teacher Supply and Demand, *Teaching Conditions

If the very existence of a free society depends on a literate and articulate citizenry, the study of English in the United States should be substantially improved on every level from kindergarten through graduate school. Immediate steps must be taken to (1) focus the teaching of English upon the study of language, literature, and composition, (2) educate teachers to the cumulative, sequential nature of English, (3) upgrade and standardize both college preparatory programs and state certification requirements for teaching elementary and secondary school English, (4) cope with the present shortage of English teachers, (5) increase the knowledge and instructional success of currently employed English teachers, (6) improve teaching conditions, services, and resources that will lead to better English teaching, and (7) encourage and support much needed basic research in English as well as the dissemination and application of subsequent findings. (Included are charts which illustrate and substantiate the national inadequacies, costs, and needs of English programs in 1961.) (JB)

ED 027 290 TE 000 400

Anderson, Harry E., Jr. Bashaw, W. L.
An Experimental Study of First Grade Theme Writing.

Pub Date Mar 68

Note—9p.

Journal Cit—American Educational Research Journal; v5 n2 p239-47 Mar 1968

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), *Descriptive Writing, Discourse Analysis, Discussion (Teaching Technique), Elementary Education, *English Instruction, *Grade 1, Learning Theories, Logical Thinking, Writing Skills

This experiment tested the hypothesis that stimulation in a given mode of discourse (e.g., the argumentative, or "A", mode of theme writing) will improve the quality of compositions written in that mode, but decrease the quality in another mode (e.g., the descriptive, or "D", mode). Ninety first-graders were required to write two themes in the "D" mode and two themes in the "A" mode to determine differences in the performance levels of these two common modes of discourse. Three types of short discussion sessions—"A" mode, "D" mode, and neutral—were combined in various patterns with theme-writing activity to test the effect of this kind of stimulation on the children's performances. Themes were graded by using a theme-rating scale that excluded all grammatical criteria. Variables such as the child's sex and the order in which he wrote the four themes and participated in the three discussion groups were measured. Results of the testing indicated that (1) the "D" mode discussion raised the descriptive quality of themes in the "A" mode and reduced the argumentative quality of both types of themes, and (2) the "A" mode discussion had little effect on the argumentative quality of either of the two types of themes. (JB)

ED 027 291 TE 000 892

Hochberg, Frances

A View from the Sidewalk: "Flowers for Algernon," "Requiem for a Heavyweight," "Hurricane's Corner."

Pub Date Mar 68

Note—4p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy \$0.50).

Journal Cit—Educators Guide to Media & Methods; v4 n7 p18-20, 29 Mar 1968

Document Not Available from EDRS.

Descriptors—Discussion (Teaching Technique), *English Instruction, Films, *Film Study, Instructional Materials, Literature, Mass Media, *Multimedia Instruction, Production Techniques, Prose, Short Stories, Teaching Methods, *Unit Plan

Identifiers—Flowers for Algernon, *Requiem for a Heavyweight

Those high school students who are unmotivated slowlearners living in a "sense-oriented" world respond to instructional units centered around a sense-oriented medium—the motion picture. A unit incorporating "Requiem for a Heavyweight" (a motion picture), "Hurricane's Corner" (an editorial about a fighter), and "Flowers for Algernon" (a short story about a mentally retarded man) can show that even badly scarred, pathetic men (by extension, the disadvantaged students themselves) can maintain dignity, integrity, and pride. Before discussing the film, the students should be acquainted with the effects of film techniques (e.g., panning, camera angles, superimposition) and should record on paper their own impressions of the film. Discussion of the film should cover both content—especially characterization and motivation—and cinema techniques. Then, the men in the editorial and the short story can be compared to the boxer in the film. Although the motion picture has been adapted as a novel, the novel should not be introduced until after the film has been studied. ("Hurricane's Corner" is reprinted in this article.) (JS)

ED 027 292

TE 000 911

Putsch, Henry E.

Teaching David and Lisa.

Pub Date May 67

Note—5p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy, \$0.40).

Journal Cit—The Teachers Guide to Media & Methods; v3 n9 p16-20 May 1967

Document Not Available from EDRS.

Descriptors—Adjustment Problems, Audiovisual Aids, Discussion (Teaching Technique), Emotional Adjustment, *English Instruction, Films, *Film Study, Identification (Psychological), Mass Media, Personal Adjustment, Secondary School Students, Social Problems, Student Attitudes, Student Reaction, *Student Teacher Relationship, *Teaching Methods

Identifiers—*David and Lisa

Dealing with the problems of contemporary society, "David and Lisa" is representative of contemporary films that can be of value to the teacher of English. Movies have two advantages over other media. Students are familiar with them and are consequently less likely to be intimidated by a film than by a book. Also, students are already interested in the content and form of movies and will become more involved in school discussions about them. A teacher should not stifle students' discussions or their identification with Lisa and David by prescribing "right" interpretations. Dr. Swinford's admission that he might be wrong inspires trust in David and Lisa; teachers who hope to communicate with their students must also admit their fallibility. Despite a generally healthy audience response, some teachers may have difficulty dealing with the sexual references in the film. Those teachers who are disturbed at situations outside the academic context must learn to overcome their embarrassment and to cope with situations and issues from the real world. Only then can they help the students come to terms with reality. (Twenty-five discussion questions on "David and Lisa" and five excerpts from published reviews of the film are included.) (LH)

ED 027 293

TE 000 959

McDavid, Raven I., Jr., Ed.

An Examination of the Attitudes of the NCTE Toward Language: An Analysis of the Development of Ideas on Language Study as Reported in Journal Articles Published by NCTE. NCTE Research Report No. 4.

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note—62p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 14807, HC \$1.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—American English, Applied Linguistics, *Attitudes, Curriculum Development, *Educational Trends, *English Instruction, Generative Grammar, Grammar, *Language, Language Research, Language Usage, *Linguistics, Pronunciation, Standard Spoken Usage, Structural Grammar, Structural Linguistics, Traditional Grammar

Identifiers—*National Council of Teachers of English, NCTE

Four historical studies, carried out under the direction of Professor Raven I. McDavid and reported in this monograph, trace the various attitudes toward language study expressed in the journals (1911-63) of the National Council of Teachers of English (NCTE). For the years between 1911 and 1929, Betty Gawthrop reports a cautious questioning of the usefulness of "text-book rules" and of British Received Standard pronunciation before the introduction and tentative acceptance of linguistics. C. Michael Lightner points out that the NCTE was hospitable to research and change, defended a descriptive approach to the study of grammar, and was responsible for the publication of four major investigations of grammar between 1930 and 1945. Doris C. Meyers indicates that from 1945 to 1954 contributors to NCTE publications deplored the disparity between advanced grammatical theory and actual language instruction, resisted pressures to de-emphasize English in the curriculum, debated language permissiveness, and urged language research. In the final study, Geraldine Russell reports that from 1955 to 1963 the importance of levels of usage was generally recognized and a de-emphasis of grammar gave way to a new interest in linguistics, in reformed traditional grammar, and in generative grammar. (JS)

ED 027 294

TE 001 089

Shugert, Diane P.

A Rationale for Curriculum Decisions.

Pub Date 68

Note—26p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-1967," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 3-27.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC-\$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Classification, Course Objectives, *Curriculum Design, *Curriculum Evaluation, *Educational Objectives, Educational Philosophy, Educational Principles, Educational Psychology, *Educational Theories, *English Curriculum, English Instruction, Secondary Education

Designing an English program to close the startling discrepancy between high educational aims and current teaching practices requires a delineation of learning objectives. A rationale that would achieve a clarification of goals should be based on a sound theory of the learning process and be guided by the writings of such educational philosophers and psychologists as Robert Mager, Benjamin Bloom, David Krathwohl, John Dewey, and Foster McMurray. This study would prepare curriculum designers to (1) determine realistic behavioral and cognitive learning objectives, (2) effect, through discovering and organizing their own goals and values, internally consistent and readily demonstrable curriculum decisions, and (3) base their selection of curricular materials on an understanding of the learning process in a democracy, the school's function as a social institution, and the subject matter of English. (JB)

ED 027 295

TE 001 090

Clark, Sandra

Color Me Complete and Sequential: The Curriculum Builder's Game Adapted for the Secondary English Program.

Pub Date 68

Note—24p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-1967," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 28-50.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC-\$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Affective Behavior, Classification, Cognitive Processes, *Curriculum Design, *Curriculum Development, Curriculum Evaluation, *English Curriculum, Learning, *Literature, Poetry, *Secondary Education, Sequential Learning, Sequential Programs

Identifiers—Benjamin Bloom, *Taxonomy of Educational Objectives

Benjamin Bloom's "Taxonomy of Educational Objectives" can be used effectively to develop

and evaluate a sequential secondary-school curriculum in literature, regardless of the school's content emphasis or curricular philosophy. The two available volumes of the "Taxonomy"—dealing with the cognitive domain of knowledge, skills, and abilities and with the affective domain of attitudes and values—can provide curriculum designers with a framework for developing (1) a "blueprint" for the total school program, (2) general goals and specific objectives for the various areas of English, (3) various approaches to content favored by individual teachers or departments, and (4) criteria for the evaluation of the completed curriculum. (Charts are included from the "Taxonomy" to illustrate children's sequential patterns of behavior as those patterns apply to learning various cognitive or affective skills.) (JB)

ED 027 296

TE 001 095

Mayher, John Sawyer

Transformational Grammar in Action.

Pub Date 68

Note—33p.; In "The Growing Edges of Secondary English: Essays by the Experienced Teacher Fellows at the University of Illinois 1966-1967," ed. Charles Suhor and others (Champaign: NCTE, 1968), pp. 120-51.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02455, HC \$2.95).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Deep Structure, Educational Objectives, *English Instruction, Generative Grammar, *Grammar, *Language, *Linguistics, Phrase Structure, Problem Solving, Secondary Education, Sentence Diagraming, Surface Structure, Syntax, Teaching Methods, *Transformational Generative Grammar, Transformations (Language), Transformation Theory (Language)

Transformational grammar offers the most adequate system by which to meet the goal of grammar instruction, which is to increase the student's understanding of the nature of language. This grammar attempts to explain the mental processes underlying the production and understanding of sentences, to describe linguistic competence, to construct linguistic descriptions of particular languages and a theory of the nature of language, to distinguish between grammatical and ungrammatical sequences, and to judge how well it is fulfilling its tasks. The teaching of transformational grammar, which can begin formally with seventh-graders, offers many possibilities for student involvement in genuine linguistic problems—examination of the constituents of sentences, the relationship between deep and surface structure, the relationships between sentences, and the principles of transformations. (JS)

ED 027 297

TE 001 114

DeBoer, John J.

The "New" English.

Pub Date May 68

Note—10p.

Journal Cit—The Educational Forum; v32 n4 p393-402 May 1968

Document Not Available from EDRS.

Descriptors—Composition (Literary), Curriculum Problems, *Educational Trends, *English Curriculum, *English Instruction, Linguistics, Literature, *Secondary Education

Recent trends in the English curriculum—little more than changes in emphases—do not constitute a utopian "new English." In fact, one trend, revealed in some current studies of the high school English curriculum, involves a return to the "old" tradition of instruction in the great masters of English and American literature. The studies imply a sophisticated chauvinism as well as an unfamiliarity with the diversity of American high school students. A trend which has effected changes in the teaching of language—the "new linguistics"—may not improve a student's verbal expression any more than did Latinate grammar. Furthermore, Jerome Bruner's thesis that every subject has a structure that can be mastered is not applicable to English, a subject which embraces many kinds of learning. Finally, the tripod theory of English only increases a fragmentation of the curriculum at a time when scholars are urging integration. A more useful procedure in organizing the English curriculum is for teachers of English (1) to recognize that English shares the tasks of the high school as a whole, (2) to

consider human aspirations and anxieties as an organizing principle of an "idea-centered" curriculum, and (3) to admit that English encompasses many activities which are not necessarily connected with a central organizing theme. (JS)

ED 027 298

TE 001 137

Kirschenbaum, Howard
Teaching the Black Experience.

Pub Date Oct 68
Note—4p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy \$0.75).

Journal Cit—Educators Guide to Media & Methods; v5 n2 p28-31 Oct 1968

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Composition (Literary), *Creative Teaching, *Cultural Awareness, Cultural Environment, *English Instruction, Films, Group Discussion, *Identification (Psychological), Interscholar Communication, Negro Attitudes, Negro Culture, Negro Literature, Race Relations, *Racial Attitudes, Racial Discrimination, Racial Segregation, Social Values, Teaching Techniques

Instructional materials and teaching approaches can be used to get students to seriously and constructively confront problems in race relations which they will eventually have to solve. For example, Richard Wright's "Black Boy," an anthology of Negro poetry or a collection of poems on race relations, and such films as "Where is Prejudice?" can interest students and stimulate discussion. Another useful technique is to present students with a short story on race relations and then let them write a short story on the same subject. Ditoing and organizing the stories into a class magazine will stimulate further interaction and discussion. A riot simulation with flashing lights and readings can alert the class to mob feelings, and interschool visitations in which urban white and slum-school black students explain their views to each other can generate empathy. The biggest problem, widening the white students' understanding of the black situation, can be achieved through various approaches—an introduction to the history of the Negro in America; a discussion of Southern prejudices with emphasis on lynching and enforced race separation; an account of a slave auction; and, in a unit on "To Kill a Mockingbird," a discussion of lynching and the death penalty for rape in the deep South. (LH)

ED 027 299

TE 001 138

McDermott, John J.
Symbolism and Psychological Realism in "The Red Badge of Courage."

Pub Date Dec 68
Note—8p.

Journal Cit—Nineteenth-Century Fiction; v23 n3 p324-31 Dec 1968

Document Not Available from EDRS.

Descriptors—*American Literature, English Instruction, Fiction, *Literary Conventions, Literature, *Novels, Symbols (Literary)

Identifiers—Stephen Crane, *The Red Badge of Courage

In "The Red Badge of Courage," Stephen Crane overcomes serious artistic difficulties to depict a complicated psychological change in his protagonist, Henry Fleming, an unsophisticated and inarticulate farm boy. To embody the development of this protagonist, Crane uses a series of thematically-related incidents and a set of thematic symbols which expose the limitations of Fleming's conventional conception of courage. Further, this conception is shown to be inadequate in that Fleming's desertion is precipitated by the same values that have given him apparent success in his first battle. The principal means of indicating a psychological change, however, is Fleming's psychic wound—"The Red Badge" of guilt "burned into his brow." This symbol embodies both the hidden badge of cowardice and, in the tawdry origin of a later physical wound, the synthetic heroism that Fleming is pursuing. By the end of the novel, Fleming has performed a heroic action in response to mature demands on himself and has achieved manhood, even though he is yet a character of mixed motives and partial insights. (JS)

ED 027 300

TE 001 140

Prescott, Elaine And Others
Are You Teaching Auding? A Review of the Literature.

Pub Date Nov 68
Note—5p.

Journal Cit—Peabody Journal of Education; v46 n3 p150-54 Nov 1968

Document Not Available from EDRS.

Descriptors—Auditory Discrimination, *Auditory Perception, Aural Learning, Language Skills, Listening, *Listening Comprehension, Listening Habits, *Listening Skills, *Literature Reviews

Just as the perceptual act of seeing and the higher cerebral process involved in reading are not identical, "listening" at the signal level of auditory perception is different from the act of auditory symbol comprehension known as "auding." Definitions of auding and contrasts between this process and the act of listening have been offered by Don Brown, John Caffrey, Stanford E. Taylor, and David and Elizabeth Russell. Other writers who continue to use the term "listening" rather than "auding" have, nevertheless, made contributions to the distinction between the signal level of sound perception and the hearing and understanding of language symbols: Richard S. Hambleman, Edward Pratt and Harry A. Green, John Haberland, James I. Brown, Dominick A. Barbara, and Vern L. Farrow. In addition, the value of listening skills is attested to in studies by Charles T. Brown, Richard S. Hambleman, Ramon Ross, Miriam E. Wilt, and Paul T. Rankin. (JS)

ED 027 301

TE 001 211

Gorrell, Robert M.
Very Like a Whale—A Report on Rhetoric.

Pub Date Oct 65
Note—7p.

Journal Cit—College Composition and Communication; v16 n3 p138-43 Oct 1965

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Composition (Literary), *English Instruction, Expository Writing, Linguistics, *Rhetoric, Speech Skills, Teacher Education, Writing

The basic issues of the "new" rhetoric include (1) the ways in which contemporary rhetoric is "new", (2) some of the problems facing contemporary rhetoric, and (3) the relation of rhetoric to the teaching of English. Two factors contributing to the concept of a "new" discipline are a revival of interest in classical rhetoric and the development of new approaches to rhetoric based on information from related disciplines. Basic among the current problems is the tendency to confuse the rhetoric that is a theoretical study of discourse (including subjects like logic, semantics, linguistics, and psychology) with the rhetoric that is a summary of precepts about writing and speaking. A teaching rhetoric should differ from either of these in that it must attempt to describe the choices available to a writer, explain the effects of the different choices, and, at the same time, be comprehensive enough to take account of all aspects of composition. More emphasis on rhetoric is needed in the training of teachers at all levels. (LH)

ED 027 302

TE 001 214

Moeller, Hans
Today Is Not Yet Tomorrow.

Pub Date Oct 68
Note—4p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy \$0.75).

Journal Cit—Educators Guide to Media & Methods; v5 n2 p50-3 Oct 1968

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Computer Assisted Instruction, Films, Filmstrips, *Instructional Aids, Instructional Films, *Instructional Media, Instructional Technology, *Mass Media, Overhead Projectors, Projection Equipment, Slides, Sound Films, Student Developed Materials, Teacher Developed Materials, Teaching Methods

Although computers and high-powered mass media will eventually open new vistas in education, their immediate value is overrated, and the less glamorous visual learning media are the ones that teachers and students use most often. Today the most important visual media are filmstrips, slides, overhead projectors, 16mm films, and

8mm silent or sound films. Educators should study these simpler media to determine their potential for education, their impact on students from different social environments, and their relationship with the more complex media. Student-developed materials should also be encouraged. In using any of the learning media, teachers should consider that media are an integral part of the course of study, that the audiovisual media are essential to new technological ways of learning, that new pedagogical methods affect the organization of the learning environment, that mass media are paradoxically consistent with the fact that education is concerned with individuals, and that each medium has its own inherent value. (JS)

ED 027 303

TE 001 216

McLaughlin, Frank
A Recipe for Triggering Relevance.

Pub Date Jan 69
Note—5p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy \$0.75).

Journal Cit—Educators Guide to Media & Methods; v5 n5 p22-6 Jan 1969

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, Comedy, *Communication (Thought Transfer), *English Instruction, Figurative Language, Literary Analysis, *Mass Media, Music, News Media, Newspapers, Periodicals, Phonograph Records, Satire, Secondary Education, Short Stories, Social Values, *Student Interests, *Teaching Techniques

To develop better communication with students, English teachers must acquaint themselves with the interests of teenagers and use these interests to establish a common ground of discussion. Movement toward such a dialogue can be started by radical teaching techniques that bridge the gap between the immediate concerns of the students and important academic lessons. Songs by Simon and Garfunkle and the Beatles can be analyzed in a study of metaphysical conceits or of figurative language in general; protest and political songs by Bob Dylan, Joan Baez, or Phil Ochs take up values relevant to a social studies class. A large supply of both favorite and unknown magazines covering a wide range of subjects can alert students to the problems of presenting information in a periodical publication. They can select one magazine and do an in-depth study of its structure, function, and format. Newspapers can teach students about viewpoint, conciseness, and tone; and the short stories printed in such contemporary magazines as "Playboy" and "Esquire" can supplement traditional literary offerings. Comedy records by Nichols and May, Bill Cosby, and Flip Wilson, while bringing relaxation into the classroom can be used to teach more about comedy and the effects of satire than can traditional teaching approaches. (LH)

ED 027 304

TE 001 217

Camp, Gerald
Shakespeare Lives!

Pub Date Oct 68
Note—4p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy \$0.75).

Journal Cit—Educators Guide to Media & Methods; v5 n2 p42-5 Oct 1968

Document Not Available from EDRS.

Descriptors—*Drama, *English Instruction, English Literature, *Film Study, *Literature, Secondary Education, Symbols (Literary), Teaching Techniques, Theater Arts

Identifiers—*William Shakespeare

Films of Shakespeare's plays can demonstrate to students not only that Shakespearean drama is as "alive" today as it was 400 years ago, but also that directors, actors, settings, and costumes can assist in formulating interpretations of plays. In addition by comparing stage and film, students learn to distinguish between the conventions required by the theater and those required by the film; e.g., in the theater, poetic conventions are acceptable but, in the film, the illusion of reality must be preserved. Castellani's "Romeo and Juliet" and Mankiewicz's "Julius Caesar" can be examined to determine the problems involved in the realistic presentation of these plays. On the other hand, several excellent productions depend largely on a symbolic interpretation: e.g., Zeffirelli-

li's "Taming of the Shrew," in which the characters are broadly conceived; Oliver's "Richard III," which emphasizes the villain's asides and thus becomes a kind of black comedy; and Oliver's "Henry V," in which historical pageantry is combined with the sense of never really leaving the Globe Theater. (JB)

ED 027 305

TE 001 221

Haslam, Gerald W.

Black and Unknown Bards: American Slavery and Its Literary Tradition.

Pub Date Dec 68

Note—9p.

Journal Cit—ETC.: A Review of General Semantics; v25 n4 p411-19 Dec 1968

Document Not Available from EDRS.

Descriptors—*American Literature, Cultural Background, Cultural Exchange, Fables, *Fiction, Folk Culture, Literary Conventions, Literary Genres, *Literary History, Literature, *Music, Negro Culture, Negroes, *Negro Literature, Slavery, Symbols (Literary)

The oral literature of Negro slaves might be considered America's first important literary development. The literature shows the influence of European traditions, of slavery, and of African culture. Slave music, for instance, combines African rhythmic patterns with adapted European hymn forms. Through the use of symbolism to mask the meanings of the songs from the white masters, the slaves expressed their desire for freedom, the hopelessness of their lives, their paradoxical relationships with their masters, and their courage, resignation, and indomitable will. Slave tales and stories also contain rich and subtle protests against slavery. Significantly, the theme of these tales is the small hero outsmarting the larger, more powerful enemy. Reflecting a tradition common to both Europe and Africa, these tales often involve the metaphorical use of animals. (JS)

ED 027 306

TE 001 223

Ryan, Paul

Videotape—Thinking About a Medium.

Pub Date Dec 68

Note—6p.

Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy \$0.75).

Journal Cit—Educators Guide to Media & Methods; v5 n4 p36-41 Dec 1968

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Educational Television, *Instructional Television, Kinescope Recordings, Microcounseling, Microteaching, Open Circuit Television, Personality Problems, *Self Concept, *Social Adjustment, *Teaching Methods, Television, *Video Tape Recordings

The imaginative use of a videotape system can help students understand themselves and communicate with each other. Videotape permits the student to be both performer and part of the audience, either simultaneously through a tape monitor or sequentially through instant playback. Seeing himself objectively can improve the student's self-confidence. Also, self-observation can help the student prepare for future actions (e.g., job interview, dramatic role, or class presentation) by enabling him to eliminate possible blunders and to anticipate audience response. In the classroom itself, videotape enables students to take part in transmitting information and to share the responsibility for presenting it in an interesting form. Videotape has proved its flexibility and value, even with potential drop-outs, in a variety of educational experiences. (LH)

ED 027 307

TE 001 239

Katz, John Stuart

An Integrated Approach to the Teaching of Film and Literature.

Pub Date Jan 69

Note—6p.

Journal Cit—The English Quarterly, A Publication of the Canadian Council of Teachers of English; v21 n1 p25-9 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Communication (Thought Transfer), *English Instruction, Film Production, Films, *Film Study, *Integrated Activities, *Literature, Literature Programs, Mass Media, Playwriting, Teaching Techniques

Some of the current approaches to the teaching of film include utilizing the medium as an audiovisual aid, as an attempt to inundate the student

with sensations, or in a study of cinema arts and film manufacture. However, the integration of film and literature, in which students can see how each medium functions, seems most viable. Films and literature are similar in that they both are part of the humanities, both are oriented toward content, and both offer entertainment; the two media differ in that films deal with action whereas literature emphasizes thought and abstraction, and also in that film conveys time by the manipulation of space while literature conveys it by the use of tense. The complementary aspects of literature and film can best be illustrated by a thematic approach—e.g., a study of man's interaction with machines, in which works of film and literature consider man in the absence of machines and in positive or negative relationships with machines. Such a thematic approach (perhaps combined with experience in actually making film) helps students to better understand the problems and limitations of both film and literature. (LH)

ED 027 308

TE 001 241

Ashley, L. F.

Children's Literature Today.

Pub Date Jan 69

Note—7p.

Journal Cit—The English Quarterly, A Publication of the Canadian Council of Teachers of English; v21 n1 p71-6 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Childhood Interests, *Childrens Books, *Elementary Education, *English Instruction, Evaluation Needs, High Interest Low Vocabulary Books, *Literary Discrimination, *Literature, Twentieth Century Literature

Despite growing professional interest in the field of children's literature, adults provide few, if any, experiences to improve children's taste or enjoyment of books. A wide range of conflicting opinions exists concerning the wisdom of attempting in any way to guide children to read worthwhile books; and experts differ sharply with children over what constitutes good reading. Early in life, modern children come in contact with adult reading materials and television; they meet the challenges of sophisticated new approaches to mathematics and science; and they reflect a surprising catholicity of tastes in their listings of favorite authors. Yet they are being seriously underestimated by those responsible for purveying children's literature which is too often superficial or sub-literary. Further research is needed to determine exactly what children are reading and why they read it. (JB)

ED 027 309

TE 001 243

Ashworth, Mary

English in Africa: The Perspective of a Canadian Teacher.

Pub Date Jan 69

Note—9p.

Journal Cit—The English Quarterly, A Publication of the Canadian Council of Teachers of English; v21 n1 p81-8 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*African Culture, African Languages, Bilingual Education, *Bilingualism, Bilingual Teachers, Cultural Factors, Cultural Images, *Developing Nations, *English (Second Language), Group Unity, Language Programs, Multilingualism, *Nationalism, National Programs, Political Divisions (Geographic), Second Language Learning

Identifiers—*Africa

The place of the English language in contemporary Africa is changing. English has spread rapidly, but, at the same time, the indigenous languages have remained and have grown in strength because of an increase in population and an awakening of national consciousness. A developing country must have a national language, whether English or native, to achieve (1) national unity, (2) contacts with other nations, and (3) an effective educational system. Due to contacts with English-speaking countries and the information available in English-language books and journals, over a dozen African nations have adopted English as the major language or as a second language. The future educational and economic growth of many parts of Africa may lie in the ability of the citizens to master English thoroughly. The imposition of a new language, however, must be handled carefully, for the language native to a particular group seems to symbolize the distinctiveness of the group; its history,

traditions, rituals, and politics are preserved in the richness of the language. The full expression of the African personality may require that a delicate balance be maintained between the vernacular and English. (LH)

ED 027 310

TE 001 245

Kvapil, Charlene R. Schellenberg, Louise S.

The Right to Read.

Pub Date Feb 69

Note—5p.

Journal Cit—Arizona English Bulletin; v11 n2 p1-4 Feb 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Books, *Censorship, Citizen Participation, Community Attitudes, *Community Organizations, *English Instruction, Instructional Materials, Library Collections, Reading Material Selection, *School Community Cooperation, School Libraries

A group of citizens in Phoenix, Arizona, in 1968, organized Right to Read, Inc., to combat potential censors. The purpose of the group is "to promote freedom of access to knowledge and to resist interference with that freedom," especially in schools and libraries. The members hope to improve the community climate before issues on censorship arise by working with and supporting professional educators, by making radio, TV, and personal appearances, by circulating books and pamphlets relevant to intellectual freedom, and by striving to return the burden of proof to the censor. (SW)

ED 027 311

TE 001 252

Goldstein, Miriam B. Martin, Edward C.

Humanistic Education for the General Student: A Progress Report.

Pub Date 64

Note—24p.

Journal Cit—The English Leaflet; v63 n3 p8-30 Fall 1964

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Composition (Literary), Cultural Background, Curriculum Development, Curriculum Planning, English Instruction, *Experimental Curriculum, Grade 10, High School Curriculum, History, *Humanities Instruction, Literature, *Noncollege Preparatory Students, Secondary School Students, *Self Concept, *Social Attitudes, Student Attitudes, Student Development

A humanities curriculum for students whose formal education ends with high school should guide them to use their minds in careful and thoughtful ways and to develop self-awareness and social identity. At Newton High School (New England), an experimental sophomore curriculum that coordinates and presents history and English in the same classroom in sequential periods attempts to carry out this educational goal. Because subject matter is regarded as the fundamental means of affecting the students' self images, the course emphasizes humanistic content with special weight on man's development within a society and his use of language. Six units varying from eight to 12 periods in length are used: "Man as a Creature with Potential," "The Individual in Society," "Man as Part of a Social Group," "The Individual in the Renaissance World," "Man in a Scientific and Technological World," and a general unit intended to culminate the year's work (objectives, techniques, and materials are suggested for each unit). Although only slight change has been noted in students under the new curriculum, the quantity and quality of questions they ask indicate that the course is beginning to affect their aspirations and self-awareness. Hopefully, this approach and similar projects to be developed in junior and senior courses will help them acquire satisfaction in their work. (LH)

ED 027 312

TE 001 253

Stocking, Fred H.

High-School Humanities Courses: Some Reservations and Warnings.

Pub Date 64

Note—9p.

Journal Cit—The English Leaflet; v63 n3 p31-8 Fall 1964

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Course Content, *Course Evaluation, Course Objectives, Course Organization, *English Instruction, Humanities, *Humanities Instruction, Inductive Methods, *Literature, Secondary Education, Teaching Methods

Although humanities courses in secondary schools can be used to introduce valuable curricular and pedagogical reforms, certain dangers are inherent in such courses: (1) the superficiality of the "Great Works" course organization which stresses broad coverage rather than depth of understanding, (2) the neglect or loss of distinctions between disciplines, (3) prescriptive teaching—e.g., telling students what to find in literature rather than allowing them to make their own discoveries, (4) the treatment of imaginative works as sociological documents, and (5) the tendency to read literature for its ideas, or to equate the value of a literary work with the value of the ideas found in it. There is no one model for a good humanities course, but the better courses arouse a student's interest in the arts for their own sake, encourage his desire to master new sets of intellectual skills, and exploit the particular talents and resources of school and community. (SW)

ED 027 313 TE 001 255

Neill, Robert D. And Others

A Report Reflecting the Findings of the Evaluation Team of the Region III Dramatics Enrichment Program Conducted in School Systems of Louisville, Jefferson County, and Bullitt County, Kentucky.

Louisville Univ., Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Grant—OEG-2-6-000412-0391

Note—197p.

EDRS Price MF-\$0.75 HC-\$9.95

Descriptors—Attitude Tests, Cognitive Tests, Cultural Education, Cultural Enrichment, Cultural Events, *Drama, *Enrichment Programs, *Evaluation, *Inservice Teacher Education, *Literary Analysis, Literary Genres, Literature Appreciation, Secondary Schools, Student Experience, Student Teacher Relationship, Testing

An evaluation team, funded by a Title III/SEA grant, considered the success of the 1967-68 Dramatics Enrichment Program conducted in selected secondary school systems in Kentucky. Eight test instruments were used to evaluate 900 students who attended four plays as a class activity and who received copies of the plays, study guides, and special classroom instruction before and after viewing each play. The following conclusions were reached: (1) Dramatic experiences are important to American secondary students of all levels and abilities, who regularly assimilate and personalize dramatic content. (2) Adequate instruments for evaluating the effects of educational experiences on students' attitudes and values are not presently available. (3) Inservice programs for upgrading and extending teachers' backgrounds in drama can be effectively implemented through a Dramatics Enrichment Program. (4) The difference between academic and theatrical interpretations of plays can prompt discussions and consequent involvement for both students and teachers; indicate important principles of theater, literature, and education; and guide students in making individual evaluations of art forms. (LH)

ED 027 314 TE 001 256

Haugh, Oscar M., Ed.

Recommendations for the Doctorate in English Education.

Pub Date Feb 69

Note—4p. In "Conference on English Education Newsletter," n14, p3-6, February 1969.

EDRS Price MF-\$0.25 HC-\$3.40

Descriptors—College Programs, Composition (Literary), *Degree Requirements, Doctoral Degrees, *Doctoral Programs, Educational Research, Education Courses, *English Education, English Programs, Graduate Study, Guidelines, Higher Education, Language, Literature, Methods Courses, Professional Education, Teacher Education

Chief officers of the Association of Departments of English, the Modern Language Association, and the National Council of Teachers of English met in Fort Lauderdale, Florida, May 17-18, 1968, to determine what recommendations might be made for doctoral programs in English Education. The conclusions reached were based on surveys of existing programs and the duties of present specialists. It was decided that the doctoral program should prepare recipients of the

degree to become supervisors of English programs in elementary and secondary schools, to teach English methods courses in Colleges, to supervise student teachers, and to carry out and direct research. As background for admission, a candidate should have an understanding of the social and behavioral sciences, a fourth-year college-level knowledge of one foreign language and its literature, and at least 2 years' teaching experience at the elementary or secondary level. Administered by a department of education, of English, or both, the program should require the equivalent of 96 semester hours distributed as follows: (1) English composition, language, literature (50% of the work), (2) courses in English Education, e.g., the history of the teaching of English (25%), and (3) practicum experiences in teaching methods courses and writing a dissertation (25%). (JS)

ED 027 315 24 TE 001 260

The Minnesota Project English Center: Selected Materials. Unit 701: Introduction to the Study of Language.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 67

Contract—OEC-SAE-3-10-010

Note—104p.

Available from—Minnesota Center Curriculum Development in English, 214 Burton Hall, Univ. of Minn., Minneapolis, Minn. 55455

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—*Curriculum Development, *Curriculum Guides, Curriculum Study Centers, Diachronic Linguistics, English Curriculum, *English Instruction, *Grade 7, Instructional Materials, *Language, Language Development, Linguistics, Oral Expression, Secondary Education, Syntax, Teaching Methods, Transformation Generative Grammar

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This Minnesota Curriculum Center report recounts the development of teaching materials on the nature and uses of language for grades 7-12 and presents the first of five seventh-grade units. A description of the origins, purposes, and personnel of the Center is followed by brief discussions of (1) the Center's underlying assumption that a study of language provides the organizing focus for an English curriculum, (2) the demonstration procedures of the Center, and (3) the individual units developed. The major portion of the report is comprised of the unit for grade 7 which establishes a definition of language and introduces the concept that language is a coded system of learned, conventional oral symbols. Lectures, inductive questions, exercises, and such materials as Helen Keller's autobiography and Lewis Carroll's "Through the Looking Glass" are used to help students perceive the basic characteristics of spoken language, its possible origins, its personal and social importance, how it is learned, and how it both resembles and differs from other coded systems and from communication among animals. (See also TE 001 261, TE 001 263-TE 001 273.) (JB)

ED 027 316 24 TE 001 261

Kegler, Stanley B. And Others

Preparation and Evaluation of Curricular Materials and Guides for English Language Study in Grades 7 to 12. Final Report.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 30 Jun 68

Contract—OEC-SAE-3-10-010

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Curriculum Research, Curriculum Study Centers, Demonstration Centers, *English Instruction, English Programs, High School Curriculum, Junior High Schools, *Language, Language Arts, *Secondary Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Minnesota Center Curriculum Development in English, *Project English

The Minnesota Center for Curriculum Development proposed a series of language-centered units and study guides for English instruction in secondary schools. Among the specific objectives of the Center were (1) the identification and analysis of the concepts appropriate to grades 7-12, (2) the preparation of curricular materials and study guides for teachers, (3) the education of selected teachers to use the study guides, and (4) the establishment of field tests for evaluation of the materials. The materials were first tested by 166 teachers throughout the state; later, three schools were selected as demonstration centers. Results indicated that the Project English materials engender interest in many kinds of curriculum reform, that the language-centered curriculum has become widely accepted, and that a curriculum should be considered a process rather than a finished product. A study is underway which provides a pilot test for the effect of the materials on student performance by determining the value and validity of a test of "linguistic sensitivity" developed by members of the Center staff. (Summaries of the units developed are included in the report.) (JS)

ED 027 317 24 TE 001 263

Unit 702: Changes in the Meanings of Words, I. Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Abstraction Levels, American English, *Curriculum Guides, Diachronic Linguistics, English Curriculum, *English Instruction, Expressive Language, *Grade 7, Instructional Materials, *Language, Language Usage, Secondary Education, *Semantics, Standard Spoken Usage, Teaching Methods, Verbal Communication

Identifiers—Minnesota Center Curriculum Development in English, *Project English

In this seventh-grade language unit, the study of semantics is introduced by an examination of the relationships between words and their referents, particularly in terms of changes of meaning and degrees of abstraction. Classroom activities are suggested to help students become aware of "language liveliness" and the processes of specialization and generalization: e.g., mapping, designing abstraction ladders and Venn diagrams, playing competitive games, comparing words from Samuel Johnson's "Dictionary" with present-day usage, and studying "The Most Dangerous Game" for changes in the words "hunt" and "animal." The writings of S. I. Hayakawa, Neil and Simon Postman, Jonathan Swift, and others are used to emphasize that changes and variations in word meanings are both natural and inevitable. Supplementary activities for able students, worksheets, and a bibliography on semantics are also included. (JB)

ED 027 318 24 TE 001 264

Unit 703: The People Who Study Language.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Anthropology, Communication Problems, Cultural Context, *Curriculum Guides, Distinctive Features, *English Instruction, *Grade 7, Grammar, Interdisciplinary Approach, *Language, Language Universals, Linguistics, Psychology, Rhetoric, Secondary Education, *Verbal Communication

Identifiers—Minnesota Center Curriculum Development in English, *Project English

The major purpose of this seventh-grade teaching unit on language is to expand the students' understanding of language as central to human activity. The purposes, methods, and commonalities of such disciplines as anthropology, psychology, linguistics, and rhetoric are defined within the framework of language study to suggest the scope of communications. The nature of communication breakdown is examined in James

Marshall's "Walkabout" and Margaret Bowen's "Return to Laughter," and possible solutions to communication problems are indicated in a series of hypothetical letters written by a young man struggling with a hypothetical language in a country and culture widely different from his own. These letters are presented as written to the boy's uncle, who, in turn, relays back information and help from rhetoricians, anthropologists, and psychologists. The letters as well as sample lectures, discussion questions, procedural notes, and suggested activities cover a wide variety of information about the relationships between culture and language development. (JB)

ED 027 319 24 TE 001 265
Unit 704: Introduction to Transformational Grammar. Unit 705: Syntactic Relationships, Introductory Materials.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0658
Pub Date 68

Contract—OEC-SAE-3-10-010

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—*Curriculum Guides, English Instruction, *Grade 7, Grammar, Inductive Methods, *Language, Linguistics, Linguistic Theory, Logic, Phonology, Phrase Structure, Secondary Education, Syntax, *Transformation Generative Grammar

Identifiers—Minnesota Center Curriculum Development in English, *Project English

The goal of these two seventh-grade language units is to provide some basic understanding about the structure and complexity of the English language and about the human ability to handle that language in ordinary speech situations. The first unit inductively presents a set of ordered rules which follow the conventions of modern symbolic logic and which describe grammatical relationships in English sentences in generative-transformational terms. A series of drills in terminology, simple phrase-structure operations, and notation techniques are indicated to help seventh-graders understand binary structure. Worksheets with answers, sample lecture-demonstrations, and tests are included. Introductory material for a second unit discusses syntactic relationships as flowing from the binary subject-verb relationship in the English sentence. (See TE 001 268 for a related eighth-grade grammar unit.) (JB)

ED 027 320 24 TE 001 266
Unit 801: Our System of Spelling.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0658
Pub Date 68

Contract—OEC-SAE-3-10-010

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Curriculum Guides, Diachronic Linguistics, English Curriculum, *English Instruction, *Grade 8, Graphemes, Instructional Materials, *Language, Linguistics, Phonemes, Phonology, Pronunciation, Secondary Education, Spelling, *Spelling Instruction, Teaching Guides, Teaching Methods

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This unit for the eighth grade is intended to develop, through an inductive approach, the students' understanding of the reasons for the irregularities and difficulties of English spelling. Exercises and lectures on historical background are provided to help students realize that our spelling system is based on late Middle English spelling, that differences in Middle English dialects caused corresponding differences in spelling, that the invention of printing had an influence on stabilizing spelling, and that later changes in pronunciation as well as borrowings from other languages have caused irregularities. In addition, students are helped to understand that English has 46 phonemes but only 26 graphemes and that the system can be divided into regular, semi-regular, and irregular spellings. Finally, through selected readings, spelling reform is presented as impractical because of the continuing changes in pronunciation, the cultural readjustment that would be required, and the prohibitive expense in reprinting. (JS)

ED 027 321 24 TE 001 267
Unit 802: Language Varies with Approach.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Curriculum Guides, English Curriculum, *English Instruction, *Grade 8, Instructional Materials, *Language, Language Styles, *Language Usage, Linguistics, Oral Communication, Secondary Education, Speech, Standard Spoken Usage, Teaching Guides, Teaching Methods, Written Language

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This eighth-grade language unit stresses developing the student's sensitivity to variations in language, primarily the similarities and differences between spoken and written language. Through sample lectures and discussion questions, the students are helped to form generalizations about language: that speech is the primary form of language; that language is a code; that spoken words are concrete and their referents either concrete or abstract; that language is used for self-expression, transmission of information, and the satisfaction of needs; and that an audience provides important "feedback" to the speaker. Excerpts from the writings of Mark Twain, Robert Penn Warren, and William Faulkner provide students with opportunities to analyze and classify language as standard or non-standard, formal or informal. In addition, students are encouraged to suggest, from their personal experiences, situations in which varying degrees of speech formality are appropriate. Supplementary activities for able students and a unit test are included. (JS)

ED 027 322 24 TE 001 268
Unit 803: Structures of Time, Mode, Manner, and Causality. Unit 804: Structures of Specification, Place, and Number.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—181p.

EDRS Price MF-\$0.75 HC-\$9.15

Descriptors—*Curriculum Guides, English Curriculum, *English Instruction, Generative Grammar, *Grade 8, Grammar, Instructional Materials, *Language, Linguistics, Secondary Education, Sentence Structure, Syntax, Teaching Guides, Teaching Methods, *Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language)

Identifiers—Minnesota Center Curriculum Development in English, *Project English

These two units of the Minnesota Project English curriculum employ transformational grammar in an attempt to make eighth-grade students aware of fundamental facts about their language. Concepts taught in the first unit are (1) that an infinite number of English sentences exists, (2) that a few basic transformations are the basis for a large number of changes in sentence form, (3) that the English auxiliary verb determines many tenses and moods, and (4) that modification of the verb phrase is usually accomplished by an adverb of manner. In addition, drills are designed to give the student insights into computer programming and, possibly, into the human thought process. Concepts emphasized in the second unit are (1) that the extension of reference of nouns is affected by the determiner as well as by the semantic content of the noun itself, (2) that the transformational rules applicable to subject-verb agreement are similar to those that operate in the formation of the passive, (3) that the transformational rules may differ from dialect to dialect, and (4) that the phonological rules governing number are related primarily to the subject of the sentence while those governing intonation pertain to the entire sentence. Both units include sample lectures, discussion questions, numerous worksheets with answers, and unit tests. (JS)

ED 027 323 24 TE 001 270
Unit 901: Language Varies With Backgrounds and Interests.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—American English, Background, *Curriculum Guides, Dialects, English Curriculum, *English Instruction, *Grade 9, Idioms, Interests, *Language, Language Patterns, Language Skills, Language Styles, *Language Usage, Oral Communication, Secondary Education, Social Dialects, Teaching Methods

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This ninth-grade unit on language differences is intended to increase "the student's awareness or sensitivity to the ways in which language varies with the differing backgrounds and interests of those who use language," to develop his "abilities to adapt his language behavior to more effectively meet the demands of a variety of communication situations," and to increase his critical-thinking skills necessary for rational responses to emotive language. Excerpts from Jack London's "Martin Eden" and radio broadcasts of a farm market report, a professional football game, and a space flight are suggested to illustrate language differences based on age, sex, educational background, occupation, and avocation. Finally, in an attempt to show students that writers use language to reveal the backgrounds and interests of characters, the unit includes a reading list of novels in which this technique is evident. Teaching procedures, discussion questions, and introductory, transitional, and summary statements for lessons are found throughout the unit. (JS)

ED 027 324 24 TE 001 271
Unit 902: Changes in the Meaning of Words.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Curriculum Guides, Diachronic Linguistics, English, English Curriculum, *English Instruction, Etymology, Figurative Language, *Grade 9, *Language, Lexicography, Lexicology, Linguistics, Secondary Education, *Semantics, Teaching Methods

Identifiers—Minnesota Center Curriculum Development in English, *Project English

Concerned with the study of lexical changes, this unit for grade 9 is intended to develop the student's understanding of several specific ways in which the meanings of words change, of the interpersonal relationships and the social values which cause such change, and of general concepts related to language change. Discussion questions, lectures, and examples are provided to help students see (1) how a word differs from its referent, (2) how referential meaning differs from expressive meaning, (3) how changes in the status of a referent or changes in literary customs cause degradation and elevation of meaning, (4) how the Norman invasion caused simultaneously the degradation of an English word and the elevation of a French word with the same referent, (5) how radiation of meaning occurs, and (6) how euphemism, hyperbole, and folk etymology occur. Worksheets and tests for the unit are provided. (JS)

ED 027 325 24 TE 001 272
Unit 903: Approaches to Grammar.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—*Curriculum Guides, Diachronic Linguistics, English, English Curriculum, *English Instruction, *Grade 9, *Grammar, Instructional Materials, *Language, Linguistics, Linguistic Theory, Secondary Education, Structural Grammar, Teaching Methods, Traditional Grammar, Transformation Theory (Language)

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This unit is intended to give ninth-grade students a brief survey of the changes in the study of language from the time of the Greeks to the present. Organized to proceed from the teacher's introduction of a subject to class examination and discussion of an excerpt from a grammarian's work, the unit focuses on the belief that a grammarian's methods, values, symbols, and classifications reflect the age in which he lives and the purposes for which he works. The survey begins by examining excerpts from Aristotle and Dionysius Thrax to show the Greek grammarian's concern for logic and rhetorical analysis. Next, the 18th-century desire for the purification and preservation of language is revealed by excerpts from Dr. Johnson, Robert Lowth, and others. Nineteenth-century historical and comparative studies are represented by excerpts from T. R. Lounsbury and Fitzward Hall, while the concern of the Victorian middle classes for "proper usage" is illustrated by excerpts from "McGuffey's Readers." Current interest in transformational theory is discussed with references to the work of Robert S. Wachtal and Noam Chomsky. An appendix includes a review sheet and culminating activities for the unit. (JS)

ED 027 326 24 **TE 001 273**
Unit 905: A Historical Study of the English Lexicon.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0658

Pub Date 68

Contract—OEC-SAE-3-10-010

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—*Curriculum Guides, *Diachronic Linguistics, English Curriculum, *English Instruction, *Grade 9, Instructional Materials, *Language, Lexicography, Lexicology, Linguistics, Linguistic Theory, Secondary Education, Semantics, Teaching Guides, Teaching Methods

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This introduction to the historical study of language is designed to give ninth-grade students contact with the methods of historical linguistics in a relatively limited area—the study of the lexicon. The unit begins with a consideration of recent changes in the lexicon, especially those due to technological advances which have caused the use of old words in new senses and the coining of new words from established root words. This preparatory material is followed by an examination of earlier lexical changes and their relationships to historical developments: wars, scientific advances, invasions of England, religious movements, and English colonization. Selections from early and contemporary writings are suggested as a basis for the study; and sample lectures, discussion questions, worksheets, and examination questions are included. (JS)

ED 027 327 24 **TE 001 275**

Carlson, Constance Hedin
Development of Writing Skills at the Secondary and College Levels. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1108

Pub Date Dec 68

Contract—OEC-4-10-087

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*College Bound Students, *College High School Cooperation, College Preparation, *Composition (Literary), Composition Skills (Literary), Educational Research, English Instruction, *English Programs, Experimental Curriculum, Experimental Teaching, Inservice Teacher Education, Sequential Learning, *Sequential Programs, Teaching Methods

Thirty-seven secondary and four college English teachers in Maine participated in research

on a two-fold problem: late adolescents' indifference to writing and their typically superficial themes. The secondary teachers planned 12th-grade writing sequences integrating the study of composition and literature and relating it to problems of immediate adolescent concern. They used these sequences in their college preparatory classes. The next year, two sections of Freshman Composition, composed equally of students from the senior high experimental classes and from control classes, used the same approach to literature on a more sophisticated level. At the end of the secondary school phase, the compositions of students in the classes using the writing sequences showed better organization, spelling, and word sensitivity than the compositions of other seniors; at the conclusion of the college phase, the students having had exposure to the experimental curriculum in both high school and college again demonstrated superiority in written composition over students having had only half or none of the curriculum. The findings indicated that such a coordinated program integrating the secondary and the college English courses can accelerate students' abilities to understand, to analyze, and to communicate increasingly complex ideas. (LH)

ED 027 328 **TE 001 295**
 Holbrook, David
English for the Rejected: Training Literacy in the Lower Streams of the Secondary School.

Pub Date 64

Note—291p.

Available from—Cambridge University Press, 32 East 57th Street, New York, New York 10022 (Hardbound, \$6.50; Paperbound, \$2.95).

Document Not Available from EDRS.

Descriptors—Average Students, Booklists, Creative Teaching, Culturally Disadvantaged, Dramatics, Educationally Disadvantaged, *English Instruction, Instructional Materials, *Low Ability Students, Low Achievers, *Lower Class Students, Low Motivation, Reading Materials, Slow Learners, *Student Teacher Relationship, Teacher Attitudes, Teaching Conditions, *Teaching Methods

This discussion of teaching the disadvantaged is based on the conviction that sympathetic respect and the imaginative-creative element in teaching are the most important and efficient ways to develop the capacities of backward children. The first part of the volume is concerned with (1) the teacher's personal problems in approaching backward children, (2) the difficulties of accepting the children and recognizing the social and psychological influences on them, and (3) the students' personal problems as recounted in 19 case histories. The second part presents six rules that teachers should follow; an exercise for developing the students' powers of imaginative creation, together with sample passages of their writing; and lists of books and equipment that the author has found useful in teaching "low-stream" children. Appendices include a discussion of dramatic work with backward children by Geoffrey Hawkes, excerpts from teachers' accounts of their working conditions, and a basic list of books that should be available for English work with backward children. (LH)

ED 027 329 **TE 001 310**
Books For You: A Reading List For Senior High School Students.

National Council of Teachers of English, Champaign, Ill.

Pub Date 64

Note—344p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 42402; \$0.90 nonmembers, \$0.75 members).

Document Not Available from EDRS.

Descriptors—American Literature, *Annotated Bibliographies, Biographies, Classical Literature, *English Instruction, English Literature, Fiction, Literary Genres, *Literature, Literature Guides, Novels, Reading, *Reading Materials, *Secondary School Students, Short Stories, Twentieth Century Literature

Approximately 2000 titles in this annotated bibliography of books (both fiction and nonfiction) for students in grades 9-12 are classified by theme (e.g., "Adventure," "Man and Society," "Space and Time"), geographical setting ("Asia," "The Polar Regions," "Europe") or historical setting ("Biblical Times," "Ancient Greece and Rome"). Books for "the mature reader" and

those of "marked literary quality" are pointed out. (LH)

ED 027 330 **TE 001 312**
Speech and Language Development Program Milwaukee, Wisconsin. Elementary Program in Compensatory Education 2, It Works.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37028

Pub Date [69]

Note—22p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402 (HC \$0.25).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Audiolingual Skills, *Developmental Programs, *Educationally Disadvantaged, Elementary School Students, *Language Development, Language Usage, Low Ability Students, Negro Students, Oral Communication, *Retarded Speech Development, Slow Learners, *Speech Evaluation, Speech Improvement, Speech Skills, Speech Therapists, Speech Therapy, Student Testing, Verbal Ability, Verbal Development

Identifiers—Title I

During 1966-1967, Negro and Spanish-American pupils in grades 1 and 2 of seven Milwaukee elementary schools received a program of intensive assistance from trained speech therapists. The goals of the program were (1) to increase the verbal ability of disadvantaged children to enable them to compete with middle-class children of the same age, and (2) to compile a list of effective techniques developed by the project therapists. Two experimental samples (273 students) and two control samples were randomly selected from students in the lower 85% of their classes. Students in the experimental sample met in groups of from 6 to 8 students with a therapist for 45 minutes, 4 days a week for 15 weeks. The students talked, listened, and carried out activities, such as illustrating stories. The effectiveness of the program was tested by the Ammons Quick Test of verbal-perceptual intelligence, the evaluation of tape-recorded samples of the children's speech by therapists not involved in the program, and the evaluation of the students' performances by their classroom teachers and by project therapists. Although the results do not completely agree, evidence indicates that this program of compensatory education was successful. (Sample units from the program and lists of therapy techniques are included.) (LH)

ED 027 331 **TE 001 313**
 O'Neal, Robert

Teachers' Guide to World Literature for the High School.

National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note—462p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 38408, \$2.95).

Document Not Available from EDRS.

Descriptors—American Literature, *Annotated Bibliographies, Classical Literature, *English Instruction, *English Literature, Fiction, Literary Genres, *Literature, Literature Guides, Novels, Reading Materials, Secondary Education, Short Stories, Twentieth Century Literature

This list of works by over 140 different authors is arranged alphabetically by author and covers various genres from classical times to the present. In compiling the list, preference was given to works likely to interest students, to those readily and inexpensively available in mass editions, to short works over long ones, and to modern works over worn-out "classics." Provided with each entry are an evaluation of the importance of the work, information on the author's life, a resume of the work itself, and a discussion of other works dealing with similar ideas or subjects. Teaching aids include the classification of some works by theme, a list of the works by genre, suggested approaches to teaching thematic units, and a list of basic reference books for the teacher of world literature. (LH)

ED 027 332 **TE 001 314**
 Negro History and Literature: A Selected Annotated Bibliography.

American Jewish Committee, New York, N.Y.; B'nai B'rith, New York, N.Y. Anti-Defamation League; National Federation of Settlements and Neighborhood Centers, Chicago, Ill.

Pub Date Dec 68

Note—30p.

Available from—National Federation of Settlements and Neighborhood Centers, 232 Madison Avenue, New York, N.Y. 10016 (\$0.35).

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Annotated Bibliographies, Bibliographies, Ethnic Groups, Negro Achievement, *Negro Attitudes, *Negro Culture, Negroes, *Negro History, *Negro Literature, Negro Role, Negro Stereotypes, Self Concept
Approximately 175 books dealing with "the experience of black people" in America and produced by both black and white authors are listed in this bibliography. Entries include not only accounts of black personal experience—autobiography, poetry, and fiction—but also social and historical documents, anthologies, and specialized studies. A few items on African culture supply an anthropological cross-cultural viewpoint. The books are classified into four age groups (5-8, 9-12, 13-15, and high school-adult), brief annotations are provided, and paperback editions are noted. (LH)

ED 027 333

TE 001 315

Algeo, John Pyles, Thomas

Problems in the Origins and Development of the English Language.

Pub Date 66

Note—274p.

Available from—Harcourt, Brace & World, Inc., 757 Third Avenue, New York, N.Y. 10017

Document Not Available from EDRS.

Descriptors—American English, *Diachronic Linguistics, *English, English Instruction, Etymology, Graphemes, *Language, Language Development, Language Usage, Lexicography, *Linguistics, Morphology (Languages), Phonology, Semantics, Syntax, Teaching Methods, Written Language

This workbook, intended to supplement courses in the development of the English language, is based on the belief that knowledge of a language's development is best obtained by working with samples of the language in its various historical stages and linguistic branches. Material covered includes (1) facts, assumptions, and misconceptions about language, (2) a history of writing, (3) the sounds and spelling of current English, (4) language families and their interrelationships, (5) language changes in the Old English, Middle English, and Modern English periods, (6) recent British and American English, (7) coinages and adaptations, (8) etymology, and (9) foreign elements in English. Problems presented take several forms. They ask students to demonstrate factual knowledge, to analyze linguistic data, to deal with open-ended problems in English structure, and to undertake research assignments. (LH)

ED 027 334

TE 001 320

Bayliss, John F., Ed.

Negro American Literature Forum. Volume 2, Number 2, Summer 1968.

Indiana State Univ., Terre Haute. School of Education.

Pub Date 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*American Literature, Biographies, Drama, English Instruction, Fiction, *Literary History, Literature, Negro Culture, Negroes, *Negro Literature, Novels, Poetry, Short Stories, Slavery, Twentieth Century Literature

This publication devoted to Negro American literature contains both critical articles and book reviews. Carl Sandburg's consciousness of and attitude toward the Negro is explored by William A. Sutton; the moral dilemmas inherent in slavery as revealed in Charles Waddell Chesnut's short story, "The Sheriff's Children," is presented by Gerald W. Haslam; Negro drama as illustrated by George Bass's "The Game" is discussed by Darwin T. Turner; and the planning of studies in Negro American literature is the subject of letters from two Benedictine monks. Book reviews treat "Richard Wright: A Biography" (by Constance Webb), "We Build Together" (ed. Charlamae Robbins), "The Negro in Schoolroom Literature" (by Minnie W. Koblitz), "Hold Fast to Your Dream" (by Catherine Blanton), and "Jackie Robinson of the Brooklyn Dodgers" (by Milton J. Shapiro). (JS)

ED 027 335

Holbrook, David

The Secret Places: Essays on Imaginative Work in English Teaching and on Culture of the Child.

Pub Date 65

Note—284p.

Available from—University of Alabama Press, Drawer 2877, University, Alabama 35486 (\$4.95).

Document Not Available from EDRS.

Descriptors—Creative Development, *Creative Writing, Cultural Factors, Emotional Adjustment, *English Instruction, English Programs, Imagination, Individual Development, *Moral Values, Sex Education, Student Attitudes, *Student Development, Student Reaction, Student Testing, Student Writing Models, Teacher Attitudes, *Teaching Methods, Textbook Evaluation

A child's own purpose in life is to educate himself and to explore experience; consequently, secondary-school children will benefit from English teaching that encourages their imaginative creativity rather than forces strict adherence to arbitrary rules. When considering their childhood memories and the adult experiences before them, children reveal in their writing a powerful search for maturity. Their creative work, written directly from the unconscious, is sincere and relevant to other students. Once the child's idea exists as a completed poem or story available for discussion, argument, and stimulation, it becomes a part of his educational process from which may emerge growing attitudes toward human experience and capacities to deal with it. One technique for stimulating students' creativity is to ask them to transcribe their feelings while listening to music. All attempts to help the child make the best use of his potentialities are hampered, however, by the poverty of popular culture, which tends to promote false emotional values. Curiosity about sex and love is a large part of the adolescent experience, and teachers must overcome their own embarrassment and guide students to develop personal beliefs. Textbooks and tests are of little value in student education. (LH)

ED 027 336

TE 499 958

The Teaching of African and Afro American History in The Philadelphia Public Schools, 1967/68 Academic Year.

Philadelphia School District, Pa.

Pub Date 68

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—African Culture, *Curriculum Development, Curriculum Problems, *Elementary School Curriculum, Negro Culture, *Negro History, *School Surveys, *Secondary Education

Data from questionnaires distributed to the principals of all public schools in Philadelphia indicated the extent to which courses in African and Afro-American history were made available to students in the 1967-68 academic year. Forty-eight percent of public school students (over 135,000 of the total 280,000 enrollment) were exposed to Black History either at the secondary or elementary school levels. Among secondary school students, 1% were enrolled in separate Black History courses and 73% were exposed to this subject interwoven with other courses (a total of 78,000 students). At the elementary school level, 30% (58,100 students) of the enrollment attended classes where Black History was combined with the regular course of study. Telecasts on Black History reached about seven in 10 secondary students and four in 10 elementary students. After-school club periods making use of Black History were offered at 18 secondary and 12 elementary schools. (LH)

ED 027 337

24

TE 499 960

Long, Newell H.

Establishment of Standards for the Indiana-Oregon Music Discrimination Test Based on a Cross-Section of Elementary and Secondary Students With an Analysis of Elements of Environment, Intelligence and Musical Experience and Training in Relation to Music Discrimination. Revised Final Report.

Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Bureau No—BR-7-E-027

Pub Date Jan 69

Grant—OEG-3-7-700027-2893

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

TE 001 323

Descriptors—Bands (Music), Cognitive Development, *Conservation (Concept), *Discrimination Learning, Educational Research, Environmental Influences, Evaluation, Family Environment, Intelligence, *Measurement, *Music, Music Activities, *Music Education, Orchestras, Standards, Testing

Identifiers—Indiana-Oregon Music Discrimination Test

The purposes of this study were to establish norms for the Indiana-Oregon Music Discrimination Test and to explore relationships between music discrimination and selected factors of environment, intelligence, and music experience and training. The test consists of phrases of concert-type music paired with versions of these same phrases in which one element—rhythm, melody, or harmony—has been altered. For the study, 4,412 subjects—American students in grades 5-12, British students in forms 1-6, college students (music and non-music majors), and an adult women's chorus—were given the test and asked to fill out an inventory of their music experience and training. When possible, information concerning I.Q., achievement-test scores, and school achievement was secured from school records. Analysis of the data suggested that piano experience, band/orchestra experience, and school achievement are related to music discrimination and that school music programs which are performance-oriented help to develop the musical tastes of youth. (Charts are included which present norms for the test and the correlation coefficients computed between music discrimination as measured by the Indiana-Oregon test and various factors of environment, music experience, and training.) (JS)

ED 027 338

24

TE 499 961

Kelly, Burnham

Preparatory Study Toward the Improvement of Education in Collegiate Schools of Architecture. Final Report.

Association of Collegiate Schools of Architecture, Washington, D.C.

Spons Agency—Graham Foundation for Advanced Study in the Arts, Chicago, Ill.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8218

Pub Date Dec 68

Grant—OEG-1-7-078218-4303

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Architects, Architectural Character, *Architectural Education, Architectural Programming, Architecture, Art Education, *Educational Research, *Graduate Study, Innovation, Professional Associations, *Professional Continuing Education, Professional Education, Professional Occupations, Research Needs

The committee on Graduate Study and Research of the Association of Collegiate Schools of Architecture held a conference in Chicago (April 1968) to study possible innovations in architecture and architectural education. Drawing upon the experiences of educators in the areas of medicine, engineering, and research design, the conferees studied the problems and opportunities in developing graduate study, scholarship, and research in architecture. The educators concentrated on the urgent need of architects, in school and in practice, for more knowledge about developments in all aspects of science and technology and about the effective application of new ideas and techniques to architecture. From the conference, four resolutions were formed and presented to the annual meeting of the Association of Collegiate Schools of Architecture where they were approved. (LH)

ED 027 339

TE 500 259

Tibbets, A.M.

To Encourage Reason on the Campus: A Proposal for a New College Course in Thinking and Writing.

American Association of University Professors, Washington, D.C.

Pub Date Dec 68

Note—7p.

Journal Cit—AAUP Bulletin; v54 n4 p466-472

Dec 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*College Students, Communication Skills, *Composition Skills (Literary), Course Descriptions, *Educational Philosophy, *English Instruction, Expository Writing, Instruc-

tional Improvement, *Logical Thinking, Program Evaluation, Rhetoric

Two examples of student prose are analysed as instances of the unreasoned, illogical thinking which the author considers prevalent at the university level today. Causes for student inability to communicate by means of objective argument are explored, and a course, "Investigation, Thinking, and Arguing," is outlined as a suggested replacement for freshman composition. (CW)

ED 027 340 TE 500 274

Morse, J. Mitchell

The Case for Irrelevance.

National Council of Teachers of English, Campaign, Ill.

Pub Date Dec 68

Note—11p.

Journal Cit—College English; v30 n3 p201-211 Dec 1968

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*English, English Instruction, *Language Styles, *Literary Discrimination, *Literature Appreciation, Poetry, Prose, Teacher Attitudes, *Writing

Good writing is discussed in terms of absolute literary values—"what is good writing" rather than "what is considered good writing." Major emphasis is focused on judging the quality of a literary work by its artistic merit instead of its political, social, or philosophical relevance. Examples of good and bad writing styles are cited throughout the article. (CW)

ED 027 341 TE 500 284

McDonald, Larry

Reading and Literature.

Pub Date 68

Note—1p.

EDRS Price MF-\$0.25 HC-\$0.15

Descriptors—*English Instruction, Higher Education, *Junior Colleges, *Reading Instruction, *Teacher Background, *Teacher Education

A very brief description of what an English instructor in the junior college should teach also emphasized the training he needs. (BN)

ED 027 342 TE 500 285

Tighe, Donald J.

Preparation and In-Service Training of the Two-Year College English Instructor.

Pub Date Nov 66

Note—8p.; Paper presented at Annual Meeting of the National Council of Teachers of English, Houston, Texas, Nov 26, 1966.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*English Instruction, *Faculty Recruitment, *Inservice Education, Instructional Improvement, *Junior Colleges, Student Needs, Teacher Improvement, *Teacher Qualifications, Teacher Responsibility, Teacher Selection, Teacher Supply and Demand, Teaching Conditions, Teaching Techniques

Two essential elements for course and departmental enrichment of junior college English programs are prescribed: (1) recruitment of properly trained faculty and (2) inservice training. Desirable educational and professional qualifications for teachers are discussed in terms of the particular needs of the junior college student. Areas of professional growth which are considered include (1) additional graduate course work, (2) suggestions for an intradepartmental file, and (3) seminars to encourage exchange of ideas among the staff. (CW)

ED 027 343 TE 500 549

Worham, Mary Harper

Reading: Emerging Issues in the Two-Year Colleges.

Pub Date Nov 67

Note—18p.; Condensation of speech presented at the Annual Convention of the National Council of Teachers of English, Honolulu, Nov 1967.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Curriculum Development, *English, *Junior Colleges, *Program Improvement, Remedial Instruction, *Remedial Reading Programs, *Remedial Teachers, Student Needs, Teacher Education, Teacher Qualifications

The chaotic condition of college remedial reading courses is criticized in this speech, with major emphasis placed on the inadequacy of the "English-teacher-turned-reading-teacher" in coping with the drastic ability and attitudinal problems of the remedial reading student. An outline of six issues confronting colleges and junior colleges

pinpoints deficiencies in existing programs. Suggestions for improvement stress (1) the need for teachers trained in reading theory and teaching methodology, and (2) systematic programing which is tailored to individual strengths and weaknesses. (CW)

ED 027 344 TE 500 550

Thompson, Donald And Others

Basic Assumptions for the Design of an Effective Remedial Program: A Statement by a Committee Considering a Proposal for a New Remedial Program at Wright College.

Pub Date [69]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Course Descriptions, *Educational Objectives, English Curriculum, *English Instruction, *Higher Education, Program Improvement, Reading Instruction, *Remedial Courses, *Student Needs, Teaching Methods

A course design for remedial English is defined and described in terms of the college student, his previous knowledge and experience, reading skills, personality, and emotional reactions. Academic objectives are outlined, taking into account individual differences and needs. Emphasis is placed on teacher guidance and counseling in the development of student self-knowledge and the building of a positive attitude toward reading. (CW)

ED 027 345 TE 500 551

Doster, William C.

There's a Real World Out There, and That's Where It's Happening, Baby.

Pub Date Mar 69

Note—9p.; Paper presented at Southwest Regional Conference on English in the Junior College, Fort Worth, Texas, March 13-14, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Articulation (Program), College Teachers, *English Curriculum, *English Instruction, *Higher Education, *Instructional Improvement, Program Planning, *Teacher Attitudes, Teaching Techniques

An imaginative characterization portrays English teachers as one of four types: "Mighty Stonehenges," "Mad Mods," "Limpid Gazelles," and "Neo-realists." Of these types, the first three represent respectively the "ivory tower traditionalists," "latter day saints in the spell of experimental programs," and obsequious followers who jot verbatim quotations from a Mighty Stonehenge. The "Neo-realist" serves as a model for what can be done to change the isolationist image of the English teacher and put him in effective contact with his class. Ways to stimulate a more "realistic" approach to English teaching at all levels are briefly discussed. (CW)

ED 027 346 UD 004 912

Research Planning Conference on Language Development in Disadvantaged Children, June 7-8, 1966.

Yeshiva Univ., New York, N.Y. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 66

Note—147p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—*Communication Skills, *Curriculum Development, Demonstration Programs, *Disadvantaged Youth, Junior High School Students, *Language Development, Language Research, Linguistic Theory, Literacy, Research Methodology, Research Problems, *Social Dialects, Sociolinguistics, Syntax, Workshops

These proceedings contain six conference papers with commentary and discussion: (1) Dell Hymes, "On Communicative Competence," (2) David McNeill, "How to Learn a First Language," (3) Wayne O'Neil, "A Theory of Linguistic Performance," (4) William Stewart, "Social Dialect," (5) Paul Cohen, "Some Methods in Sociolinguistic Research," and (6) S. Alan Cohen, "A Curriculum Demonstration Project for Teaching Literacy Skills to Disadvantaged 7th and 8th Graders." Also included are topical summaries of the conference workshops and a summary of an earlier conference on the language development of disadvantaged children, held at Yeshiva University in 1965. (EF)

ED 027 347 24 UD 006 440

Amaden, Constance

A Reading Program for Mexican-American Children. Second Interim Report.

California State Coll., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0559

Pub Date Mar 68

Contract—OEC-6-85-070

Note—270p.

EDRS Price MF-\$1.25 HC-\$13.60

Descriptors—Bilingualism, Comprehension, *Elementary School Students, Individual Instruction, Instructional Materials, Language Programs, Latin American Culture, *Mexican Americans, *Oral Expression, Parent Participation, Phonics, Reading Improvement, *Reading Programs, Reading Tests, Research, Tables (Data), Teacher Attitudes, Word Recognition, Writing

Identifiers—California State College at Los Angeles, East Los Angeles, Malabar Street School, Youth Opportunities Foundation

A second interim report on a reading program for Mexican-American children in an East Los Angeles elementary school notes that reading ability in the primary grades has improved. In January, 1967, the average first grade reading score on the Stanford Reading Test was at the third percentile, whereas in January, 1968, the score was at the eighth percentile. This joint program of the California State College at Los Angeles, the Los Angeles schools, and the Youth Opportunities Foundation operates in a regular school setting, with a pupil teacher ratio of 29.1. Individualization instruction and parent participation was stressed in this reading language program involving writing, phonics, word discrimination, comprehension, and self teaching. Special materials were developed, including four bilingual books, and an after-school program in Mexican culture was offered. A second part of this report presents the procedures and results of an oral language analysis phase of the project, in which the relationship between oral English syntax and reading achievement was studied. Recommendations for future classroom action and further language research are included. For first interim report, see ED 010 532. (NH)

ED 027 348 UD 007 195

A Study of Dropouts, 1960-1967 (Follow-Up of "A Study of Dropouts, Dade County Public Schools, 1960-1963"). Research Report, Volume 15, Number 8, 1967-68.

Dade County Public Schools, Miami, Fla.

Pub Date Feb 68

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—*County School Systems, Data Collection, *Dropout Identification, *Dropout Rate, *Dropouts, Followup Studies, Junior High Schools, Senior High Schools, Tables (Data)

Identifiers—Dade County, Florida

The document is a followup, report on dropouts from Dade County, Florida, public schools. It appears that the county's dropout rate is less than the national one. Findings are also presented in 25 tables and an appendix. This report is a follow-up of ED 001 704. (NH)

ED 027 349 UD 007 681

Neighborhood Youth Corps From Welfare to Wages.

Department of Labor, Washington, D.C.

Report No—DOLP-6

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Disadvantaged Youth, Dropout Programs, Educational Programs, *Federal Programs, *Poverty Programs, *Work Study Programs, Youth Programs

Identifiers—Neighborhood Youth Corps, NYC

The methods and objectives of the Neighborhood Youth Corps are described in anecdotal form. Brief case studies illustrate various facets of this federal work-study program. (NH)

ED 027 350 UD 007 682

Neighborhood Youth Corps; An Economic Opportunity Act Program.

Department of Labor, Washington, D.C.

Pub Date Jun 66

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Dropout Prevention, *Dropout Programs, Dropout Rehabilitation, Employment Opportunities, *Federal Programs, Job Training, *Poverty Programs, Tables (Data), Youth Employment, *Youth Programs
Identifiers—Neighborhood Youth Corps, NYC

The organization, operations, participants, and achievements of the Neighborhood Youth Corps are described. Tables, graphs, and photographs also provide information on this program. (NH)

ED 027 351 UD 007 695

Cockrell, Wilma Johnson, Kenneth R.
Standard Oral English, Tenth Grade: Instructional Guide C.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-3-4

Pub Date 67

Note—137p.

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors—*Grade 10, Lesson Plans, Negro Dialects, *Negro Students, *Oral English, Pronunciation Instruction, *Standard Spoken Usage, Student Motivation, *Teaching Guides
Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program

This teaching guide, developed with ESEA Title I funds, outlines an oral English program to help Negro students eliminate nonstandard pronunciation and usage in their speech. The first part consists of three lessons to motivate the students, which develop particular concepts about language. The second and third parts contain pronunciation and usage lessons which deal with one item of linguistic interference and give the student an opportunity to use standard English in a particular situation. Each lesson has three or four followup activities, which are designed as 10- or 15-minute activities to be presented following the basic lessons. The guide also contains an outline of the characteristics of Negro dialects, general teaching suggestions, and a brief bibliography. (See also UD 007696 for parallel program to help Mexican-American students). (EF)

ED 027 352 UD 007 696

Seldman, Doris M.
Standard Oral English, Tenth Grade: Instructional Guide D.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LASC-Pub-ESEA-3-1

Pub Date 67

Note—161p.

EDRS Price MF-\$0.75 HC-\$8.15

Descriptors—*Grade 10, Lesson Plans, *Mexican Americans, *Oral English, Pronunciation Instruction, *Standard Spoken Usage, Student Motivation, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program

This teaching guide, developed with ESEA Title I funds, outlines an oral English program to help Mexican-American students eliminate nonstandard pronunciation and usage. Along with lessons to motivate the students and to teach them certain language concepts, the guide contains pronunciation, usage, and oral emphasis lessons and followup drills, which can help the students overcome their reluctance to speak and can remediate the speech problems caused by their Spanish language background. The guide also contains an outline of the nonstandard usage and pronunciation common to Mexican-American students, general teaching suggestions, and a brief bibliography. (See also UD 007695 for parallel program to help Negro students). (EF)

ED 027 353 UD 007 702

Wilson, Marilyn
Standard Oral English; Seventh Grade. Instructional Guide A.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-3-3

Pub Date 67

Note—135p.

EDRS Price MF-\$0.75 HC-\$8.85

Descriptors—*Curriculum Guides, Filmstrips, *Instructional Materials, *Junior High School Students, Language Patterns, Language Usage, Lesson Plans, Negro Dialects, *Negro Students, Nonstandard Dialects, *Oral English, Tape Recordings

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program

A curriculum guide was prepared for the teaching of standard oral English in the Los Angeles junior high schools. This guide focuses particularly on the teaching of standard English to Negro students using a nonstandard dialect. The lessons were designed for use with accompanying tapes and filmstrips. (See also UD 007703 for parallel program to help Mexican-American students). (NH)

ED 027 354 UD 007 703

Hernandez, Luis F.
Standard Oral English; Seventh Grade. Instructional Guide B.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-3-2

Pub Date 67

Note—156p.

EDRS Price MF-\$0.75 HC-\$7.90

Descriptors—*Curriculum Guides, Filmstrips, *Instructional Materials, *Junior High School Students, Language Usage, Lesson Plans, *Mexican Americans, Nonstandard Dialects, *Oral English, Spanish Speaking, Tape Recordings

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program

A curriculum guide was prepared for the teaching of standard spoken English in the Los Angeles junior high schools. This guide focuses specifically on the language handicaps of Mexican-American students. The lessons were designed for use with accompanying tapes and filmstrips. (See also UD 007702 for parallel program to help Negro students). (NH)

ED 027 355 UD 007 704

Elementary and Secondary Education Act Title I Project Proposals.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Pub Date 30 Nov 65

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—After School Programs, Counseling Programs, *Disadvantaged Youth, *Educational Programs, Enrichment Programs, *Federal Programs, Guidance Programs, Inservice Programs, Instructional Materials, Program Descriptions, *Program Proposals, Remedial Programs, School Community Programs, Teacher Aides, Teaching Techniques, *Urban Schools

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program

The document consists of seven proposals for funding under the Elementary and Secondary Education Act (ESEA), Title I. The Los Angeles City school districts requested funds for a remedial and corrective instruction program, and for pilot projects in counseling and educational guidance, school community cooperation and extended school facilities, cultural enrichment, and the development of instructional techniques and materials specifically for disadvantaged students. Also proposed are inservice training programs and a plan to reduce teacher load by employing clerical assistants. The proposals follow the required ESEA format. (NH)

ED 027 356 UD 007 709

Artmobile Exhibit # I: A Manual on Operations and Instructions.

Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-ESEA-T-A-127-67

Pub Date 30 Jun 67

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Art Activities, *Art Education, Artists, *Art Materials, Educational Objectives, Instructional Materials, Learning Activities, *Mobile Educational Services, *Secondary Schools

Identifiers—California, Los Angeles

An Artmobile exhibit was developed for Los Angeles secondary schools under an ESEA specially funded program. The exhibit involves two trailers and packaged instructional materials for a display of the work of 33 local artists. An instructional bulletin describes the operations of the Artmobile, presents some relevant art concepts, outlines several art education objectives, and offers some suggested learning activities for art classrooms. The document includes information about the 33 artists and their work. (NH)

ED 027 357

UD 007 771

Flaxman, Erwin

A Selected Bibliography on Teacher Attitudes. ERIC-IRCD Urban Disadvantaged

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Contract—OEC-0-9-420088-2327(010)

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Academic Performance, *Annotated Bibliographies, *Disadvantaged Youth, *Inservice Teacher Education, *Teacher Attitudes, *Teacher Background, Teacher Behavior, Teacher Characteristics, Urban Schools

Some of the works in this brief annotated bibliography present the findings of studies identifying the racial and social attitudes of the middle-class urban teacher and indicate how these attitudes may affect student performance; others are reports of inservice teacher education programs conducted to change negative teacher attitudes; and a few are essays by prominent observers who broadly examine the importance of positive teacher attitudes and behavior in the inner-city classrooms. All of the works are available in journals or books or can be obtained from the ERIC Document Reproduction Service. (EF)

ED 027 358 UD 007 772

Jablonsky, Adelaide

A Selected ERIC Bibliography on Individualizing Instruction. ERIC-IRCD Urban Disadvantaged Series, Number 2, January 1969.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Contract—OEC-0-9-420088-2327(010)

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Disadvantaged Youth, Elementary Grades, Guidelines, *Individual Instruction, *Individualized Curriculum, Language Arts, Preschool Education, Program Development, Reading Instruction, Secondary Grades

This extensively annotated bibliography lists documents in the ERIC system dealing specifically with individual instruction for disadvantaged students. They are organized by instructional level, and within these sections reports dealing specifically with reading and language arts are listed separately. There is also a section of guidelines for program development and general discussions of individual instruction. Many of the documents report programs and research projects. (EF)

ED 027 359 UD 007 845

Lopate, Carol And Others

Some Effects of Parent and Community Participation on Public Education. ERIC-IRCD Urban Disadvantaged Series, Number 3, February 1969.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Contract—OEC-0-9-420088-2327(010)

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Child Development, Community Influence, Community Schools, *Decentralization, *Decision Making, *Individual Power, Minority Group Children, *Parent Participation, *School Community Relationship, Self Concept

Identifiers—Coleman Report

This review paper on the current issue of school decentralization points out that it has been consistently demonstrated that participation in the decision making process results in positive changes in both the affective and instrumental behavior of participants. Studies show that parent involvement in the schools enhances children's development and academic achievement. The inviolent sense of powerlessness felt by minority group parents and children in dealing with such middle class institutions as the schools would be lessened if they actively participated in the decisions affecting a significant part of their lives. Concomitantly, an improved self concept and

greater sense of fate control, leading to changes in the child's aspirations, attitudes, and motivation, would increase academic achievement. Moreover, strengthening the integrity of the neighborhood school and the community would also serve to enhance child development. The minority group child's heightened self worth and sense of control over his destiny (mentioned in the Coleman Report as such an important element in school success) would be encouraged by his awareness of the participation of parents and community groups in effecting changes in educational policy and programs. (NH)

ED 027 360 UD 007 851

Barnes, Regina

A Selected ERIC Bibliography on Teaching Ethnic Minority Group Children in the United States of America. ERIC-IRCD Urban Disadvantaged Series, Number 4.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Contract—OEC-0-9-420088-2327(010)

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*American Indians, *Mexican Americans, Minority Group Children, *Negro Youth, *Puerto Ricans, Resource Materials, Teacher Orientation, *Teaching Techniques

This annotated bibliography was designed to acquaint educators with ERIC documents which provide information on teaching minority group children. It is divided into five sections: the first contains studies of the problems of educating minority groups in general, and the other four deal separately with teaching American Indians, Mexican-American, Negro, and Puerto Rican children. Each section indicates resources for orienting the teacher for working with minority group children, and notes instances where suitable materials are available for classroom use. The bibliography draws upon selected reports and books in the ERIC system through January 1969. (EF)

ED 027 361 24 UD 007 871

Offenbacher, Deborah L.

Cultures in Conflict: Home and School as Seen Through the Eyes of Lower Class Students. Final Report.

New School for Social Research, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-8941

Pub Date Jan 69

Contract—OEC-1-7-008941-2043

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Academic Achievement, Aspiration, *Culture Conflict, *Educational Attitudes, *Family Life, Family Relationship, *Interpersonal Competence, Interviews, *Lower Class Students, Middle Class Culture, Parent Attitudes, Self Concept, Student Attitudes

Identifiers—Baltimore, New York City

This study investigated whether the lower class student perceives a "conflict of subcultures" between his home environment and his middle class oriented school. Data were collected through interviews with 12- to 16-year-old lower class students in New York City and Baltimore. The 110 students on whom the findings are based were divided into four groups by social class and type of school attended. Interviews covered students' aspirations, attitudes, perception of parental expectations, and interpersonal competence. Data revealed that lower class students do not find the norms and attitudes of their homes and their schools in conflict. It was found, however, that the academically unsuccessful lower class group was less socially competent than the others. This variable did not correlate with socioeconomic status; data suggested that it may be a psychological variable dialectically but not deterministically related to social class. (EF)

ED 027 362 UD 007 873

After-School Study Centers, New York City. Elementary Program in Compensatory Education 2.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-37036

Pub Date 69

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (\$0.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*After School Programs, Audiovisual Aids, Compensatory Education Programs, *Disadvantaged Youth, *Elementary School Students, Instructional Materials, Program Evaluation, *Reading Improvement, Remedial Arithmetic, *Remedial Programs, Remedial Reading, School Personnel, Teaching Techniques

Identifiers—New York City

The curriculum in this after school program for low income Negro and Puerto Rican elementary school (grades 2-6) consisted primarily of remedial reading and arithmetic, library training, homework assistance, and a "Special Potential Development Service" providing music, art, and health education. The volunteer students were accepted because they were retarded 1 year or more in reading or arithmetic. An evaluation of the 1964-65 program showed that a sample of fourth-grade students enrolled in the reading program for 3 to 6 hours a week had made significantly greater gains in reading age than a control group from the same schools. The greater the attendance, the greater the gains were. In the 1966-67 program the students in the program showed significant gains over expected performance in reading at each grade level. A description of the program's activities includes information on staff, teaching techniques (particularly reading), instructional materials, audiovisual aids, and costs. (EF)

ED 027 363 UD 007 874

More Effective Schools, New York City. Elementary Program in Compensatory Education 2.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-37042

Pub Date 69

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (\$0.40)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—After School Programs, Compensatory Education Programs, *Disadvantaged Youth, *Elementary Grades, Heterogeneous Grouping, Instructional Innovation, Kindergarten, *Mathematics Instruction, Preschool Education, Program Costs, Program Evaluation, *Reading Achievement, *Reading Instruction, School Personnel, Small Classes, Test Results

Identifiers—Metropolitan Achievement Tests, *More Effective Schools, New York City

The More Effective Schools project, an effort to make the schools better able to solve the basic reading and arithmetic problems of disadvantaged children, brought about a reorganization and expansion of the teaching and administrative staffs of elementary schools in New York City. The combined black and Puerto Rican population in the project schools was greater than 50 percent of the total school population, and all classes (preK-6) were heterogeneously grouped. Class size was reduced, after school study centers were opened, team teaching and other innovations were introduced, and teacher specialists were used. Benefits claimed in reading and arithmetic achievement as measured by standardized tests are conflicting because of the variety of designs used to evaluate student performance. Several interpretations of the data are included in this report, as well as information on staff, program methodology, and costs. (EF)

ED 027 364 UD 007 875

Self-Directive Dramatization Project, Joliet, Illinois. Elementary Program in Compensatory Education 2.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-37037

Pub Date 69

Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (\$0.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Caucasian Students, *Disadvantaged Youth, *Dramatic Play, Negro Youth, Program Costs, Program Evaluation, *Reading Achievement, Reading Instruction, School Personnel, *Self Concept, *Self Directed Groups

Identifiers—Joliet, Project Self Directive Dramatization

Two studies of the Self-Directive Dramatization Project are reported. In the first the relationship of dramatization, self-concept, and reading achievement in middle class children in grades 2 through 7 was examined, and in the second mostly black disadvantaged children in grades 1 through 4 were studied. Both groups of children dramatized stories from three to five times a week over periods of 30 months. In both studies gains in reading ability and self-concept during the self-dramatization period were measured, tested against a null hypothesis, and intercorrelated; and in the second study gains by the experimental groups were compared with those of a corresponding control group. The findings of the second study, thought to be more significant than the first, suggested that the experimental groups made greater gains in reading ability than the control especially the grade 2 experimental, whose gains exceeded expectations. (EF)

ED 027 365 UD 007 876

Project Concern, Hartford, Connecticut. Elementary Program in Compensatory Education 2.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-37030

Pub Date 69

Note—20p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (\$0.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Achievement, Ancillary Services, *Bus Transportation, *Disadvantaged Youth, *Elementary School Students, Experimental Programs, Integration Effects, Intelligence, Program Costs, Program Evaluation, School Personnel, *Suburban Schools, Test Results, *Transfer Programs, Urban Schools

Identifiers—Hartford, *Project Concern

Project Concern in Hartford based approximately 260 inner city children to suburban elementary schools. The project was designed to evaluate experimentally the effects of (1) placement in a suburban school with or without remedial-supportive assistance and (2) placement in an inner city school with or without compensatory services. Criterion variables used to evaluate the treatment were mental ability, academic achievement, personal-social development, and creativity. Findings of a 1968 evaluation suggested that the bused experimental children in suburban classes in grades K-3 had a significantly greater tendency to show growth in mental ability than the control children remaining in inner city classrooms. In grades 4 and 5, however, the controls showed better achievement than the experimental. The effects of supportive assistance were mixed. It was felt that the placement of two or three children in a suburban classroom had no measurable negative effect on the academic achievement of the suburban children. A description of the program includes information on staff, methodology, and costs. (EF)

ED 027 366 24 UD 007 878

Allen, Irving L. And Others

The Effects of Community Structure on School Decisions: The Sources and Consequences of De Facto School Segregation in Five Connecticut Cities. Final Report.

Connecticut Univ., Storrs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0547

Pub Date Dec 68

Contract—OEC-6-10-068

Note—666p.

EDRS Price MF-\$2.50 HC-\$33.40

Descriptors—Community Attitudes, *Community Leaders, *Community Study, *Defacto Segregation, Elementary School Students, Emotional Development, Family Background, High School Students, Inner City, Intellectual Development, *Race Relations, Racial Dis-

tribution, School Segregation, Statistical Data, *Student Characteristics, Teacher Background Identifiers—Bridgeport, Connecticut, Hartford, New Haven, Stamford, Waterbury

The first part of this research report presents the findings of a study of public opinion about community problems, particularly race relations and defacto school segregation, in the inner city areas of Bridgeport, Hartford, New Haven, and Waterbury, Connecticut. In the second part these four communities and Stamford are examined as systems of organized power and authority, with a focus on community leadership. A study of the effect of defacto school segregation on the intellectual and emotional development of sixth- and twelfth-grade students in schools in these five communities is reported in the third part. And the fourth part and an appendix present statistical data and other information on changes in the racial composition of public schools in these communities. (EF)

ED 027 367 UD 007 879

College Bound Program, New York City, Secondary Program in Compensatory Education 4. American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—OE-37032
Pub Date 69

Note—13p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.20)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Achievement, *College High School Cooperation, *College Preparation, Cultural Enrichment, *Disadvantaged Youth, *High School Students, Program Costs, Program Evaluation, Remedial Instruction, School Personnel, Small Classes, Summer Schools, Test Results, *Underachievers Identifiers—*College Bound Program, New York City, Stanford Achievement Test

From 2,000 to 3,000 ninth- and tenth-grade students in New York City, mostly black and Puerto Rican, were selected for an intensive educational program (small classes, double sessions of English, group and individual counseling, and cultural enrichment) with the hope that they would remain in the program throughout high school and then pursue higher education. Local colleges and universities had agreed to admit successful program graduates and provide them with financial aid. The students, selected for their good attendance and conduct, were unlikely to enter a college preparatory program in high school. About one-half were between grade level and two years retarded in reading and arithmetic. Over the 1967 6-week summer session which preceded the program during the school year students showed an average gain of 3 months to a year in four tests of reading and arithmetic. The evaluation of this session is the only one reported. A description of the program contains information on staff, methodology, and costs. (EF)

ED 027 368 24 UD 007 880

Fortenberry, Warren D.

Effectiveness of a Special Program for Development of Word Recognition by Culturally Disadvantaged First Grade Pupils. Final Report.

University of Southern Mississippi, Hattiesburg, Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-D-073

Pub Date Aug 68

Grant—OEG-4-8-070073-0017-057

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Bibliographies, Control Groups, *Disadvantaged Youth, Experimental Groups, *Instructional Materials, Post T Testing, Pretesting, Reading Ability, *Reading Readiness, Tables (Data), *Visual Perception, *Word Recognition

Identifiers—*Frostig Program Development Visual Perception, Gates Primary Reading Tests, Mississippi

The purpose of this study was to determine the effectiveness of visual perceptual training on word recognition and reading achievement of disadvantaged first grade pupils. The experimental groups received the Frostig Program for the Development of Visual Perception in addition to

the regular readiness program for a period of 12 weeks. The control groups received the readiness program as outlined in the Teacher's Manual of the basal series. Testing was done at the end of 12, 18, and 24 weeks using the Gates Primary Reading Tests to measure word recognition and reading achievement. Analysis of variance treatment indicated that both groups showed significant gains on both total reading and word recognition scores at the end of the 24 weeks. Interpretation of the results of this study question the use of the Frostig material with disadvantaged children. (EF)

ED 027 369 24 UD 007 882

Suchman, Edward A. And Others

The Relationship Between Poverty and Educational Deprivation. Final Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1254-2

Pub Date Aug 68

Contract—OEC-1-6-061254-0809

Note—1201p.

EDRS Price MF-\$4.50 HC-\$60.15

Descriptors—*Academic Aspiration, Caucasian Students, *Economically Disadvantaged, Educational Experience, Family Structure, Negative Attitudes, *Negro Students, Parent Influence, Peer Relationship, School Attitudes, School Environment, *Secondary School Students, Self Concept, Social Attitudes, *Socioeconomic Status, Student Alienation, Student Attitudes, Student Characteristics, Teacher Attitudes

Identifiers—Pittsburgh

A questionnaire survey of 6,455 high school students and 400 teachers in eight secondary schools in the Pittsburgh metropolitan area investigated the relationship of low-income status to educational aspirations and plans. The results are presented in five doctoral dissertations on the following subjects: "Students' Poverty Status and Their Educational Horizons," "Educational Horizons Among Lower Class Negro High School Students," "Adolescents' Perception of School Climate as Related to Selected Personal and School Characteristics," "The Relationship Between Social Origins of Teachers and Their Attitudes Toward Poverty," and "The Relationship Between Family Structure and Sibling Achievement." It was found that (1) the educational aspirations of low-income students were significantly related to social class position and class identification, parental pressure and peer influence, and negative attitudes toward society, school and self, (2) the student's perception of his school experiences was significantly related to his personal and school-related characteristics, (3) teachers with middle class orientations have negative attitudes toward low-income groups because of value differences, and (4) family social structure has a significant effect on students' educational aspirations. For the summary, see UD 007 883. (EF)

ED 027 370 24 UD 007 883

Suchman, Edward A. And Others

The Relationship Between Poverty and Educational Deprivation. Final Report. Summary.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1254-1

Pub Date Aug 68

Contract—OEC-1-6-061254-0809

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Academic Aspiration, Caucasian Students, *Economically Disadvantaged, Educational Experience, Family Structure, Negative Attitudes, *Negro Students, Parent Influence, Peer Relationship, School Attitudes, School Environment, *Secondary School Students, Self Concept, Social Attitudes, *Socioeconomic Status, Student Alienation, Student Attitudes, Student Characteristics, Teacher Attitudes

Identifiers—Pittsburgh

This is a summary of a questionnaire study of the relationship of low socioeconomic status and educational aspirations and plans of secondary schools students in the Pittsburgh metropolitan area. The findings are presented in a series of five

doctoral dissertations, fully reported in UD 007 882. (EF)

ED 027 371 VT 002 389

Titles for Technology: An Annotated Bibliography. Compiled at the 1967 Summer Institute of Technology for Children (Marlton, N.J.)

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 67

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—*Annotated Bibliographies, *Elementary Grades, Fiction, *Industrial Arts, Occupational Information, Occupations, *Reading Materials, *Reference Books

Identifiers—New Jersey, Summer Institute Of Technology For Children, *Technology For Children Project

This annotated bibliography includes about 400 books which are suitable for use in elementary industrial arts. These books, available in the state library system of New Jersey, are organized under 50 topics such as: (1) Automation, (2) Graphic Arts, (3) Machines, (4) Space Travel, and (5) Tools and Measuring. Most of the citations are children's books; however, 28 are for professional development of elementary teachers and some are teacher references. Reading level is indicated by the classifications elementary, intermediate, and upper. This bibliography was prepared for use in the Technology for Children Project. (EM)

ED 027 372 VT 004 301

Focus on Vocational Education. NAM Congress of American Industry. (72nd, New York, Dec. 8, 1967).

National Association of Manufacturers, New York, N.Y. Education Committee.

Pub Date 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Conference Reports, Educational Change, Educational Finance, Educational Needs, Educational Planning, *Educational Trends, *Federal Aid, Federal Legislation, Federal Programs, Financial Needs, Financial Support, Job Training, Military Training, Poverty Programs, Speeches, *Vocational Education

Identifiers—*National Association of Manufacturers

The Congress of American Industry of the National Association of Manufacturers attempted in their conference to answer some questions related to defining vocational education, directing vocational education, and the role of the U.S. Office of Education. Major papers presented were: (1) "New Directions in Vocational Education," by Grant Venn, (2) "The Need to Invest in Education," by Sar Levitan, and (3) "The Dispersment of Vocational Education Funds to the State," by Albert H. Quie. The text of the questions and answers session, which was held following the presentations, is included. (CM)

ED 027 373 VT 004 556

Younie, William J., Ed.

Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. Vol. 48, No. 10.

Virginia State Dept. of Education, Richmond. Special Education Service.

Pub Date Jun 66

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Educable Mentally Handicapped, *Guidelines, Mental Retardation, *Program Development, Special Education, Standards, *Vocational Education, *Work Study Programs Identifiers—Institute For Local Directors Of Special Education

An outcome of the Institute for Local Directors of Special Education held in Charlottesville, Virginia, March 3-5, 1965, the document recognizes the great variance in local conditions and is intended as a guide for local administrators rather than a statement of specific policy. Sections included: (1) "Historical Perspectives" by Jennie Brewer, (2) "Philosophical Guidelines" and "Organizational Guidelines" by William J. Younie, (3) "Curriculum Guidelines" by Jennie Brewer and Howard L. Sparks, (4) "Administrative Directions" by Harrie M. Selznick, and (5) "State Rehabilitation Services" by R. W.

McLemore. In the final section, "Some Capsule Programs," intended to stimulate thinking about terminal programs, William J. Younis presents nine program descriptions each of which is a composite of two or more actual programs. (JK)

ED 027 374 VT 005 764

Duffett, Walter E.
Survey of Vocational Education and Training, 1964-65.

Dominion Bureau of Statistics, Ottawa (Ontario).
Vocational Training Section.

Pub Date Mar 68
Note—83p.

Available from—Publications Distribution,
Dominion Bureau of Statistics, Ottawa, Canada
(\$1.00).

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—*Educational Programs, Federal Aid, Federal Programs, *Foreign Countries, Post Secondary Education, *Program Descriptions, Proprietary Schools, Questionnaires, Secondary Education, Statistical Data, Teacher Education, *Technical Education, Technical Institutes, *Vocational Education, Vocational Schools

Identifiers—*Canada

Data from monthly and quarterly reports to the Director of Education are summarized to present an overview of vocational education in Canada as offered by public and private institutions excluding universities. Content includes federal participation in vocational education and a summary of programs in: (1) institutes of technology, (2) technical, vocational, and composite high schools, (3) trade schools, vocational centers, and occupational courses, (4) apprenticeship training, (5) vocational teacher education, (6) private schools, (7) nursing, and (8) the Labour College of Canada. Questionnaires used to gather the data are included in the appendix. (DM)

ED 027 375 VT 005 826

Michigan Technician Need Study. The Present and Projected Demand for Technically Trained People in Michigan.

Ferris State Coll., Big Rapids, Mich. Office of Administrative Studies; Michigan State Dept. of Education, Lansing. Div. of Vocational Education.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Michigan State Dept. of Commerce, Lansing. Office of Economic Expansion.

Pub Date Nov 67

Note—209p.

EDRS Price MF-\$1.00 HC-\$10.55

Descriptors—Educational Needs, *Educational Opportunities, Employer Attitudes, Employment, *Employment Opportunities, *Employment Projections, Employment Qualifications, Field Interviews, Manpower Utilization, *Occupational Surveys, Questionnaires, State Surveys, Technical Education, *Technical Occupations

Identifiers—*Michigan

This study undertakes to determine (1) the extent of crucial manpower shortages in Michigan by technical area and skill, by the areas of occupation or industry, and whether these shortages will decrease or increase over the next few years, and (2) the opportunities for technical education now available or necessary to assure Michigan industry and business an adequate supply of trained manpower. Firms to be included in the study were selected on a non-random basis to obtain maximum geographical, industrial, and labor force coverage. Data represent 1,218 firms from private industry which includes 49 percent of the Michigan wage and salary workers as of January 1966. There is general agreement among employers that the need for technicians will increase substantially during the next few years and that there is a present unmet need in virtually every classification. The major source of technicians is the up-grading of existing employees. Only recently have employers recognized community colleges and technical institutes as sources of technicians; however, the enrollments here will not meet employers' manpower needs. Nine recommendations are given. For a summary report see VT 004 617. (EM)

ED 027 376 VT 005 830

Torrence, John T., Comp.
Vocational Training Offered by a State and Federal Correctional Institutions. Directory.

United States Penitentiary, Leavenworth, Kans.
Pub Date Sep 66

Note—286p.

EDRS Price MF-\$1.25 HC-\$14.40

Descriptors—*Correctional Education, *Corrective Institutions, *Curriculum, *Directories, Federal Programs, National Surveys, State Programs, *Vocational Education

This directory is intended for general information and guidance for educators in penal institutions. In compiling the directory, questionnaires were sent to 364 state and 28 federal penal institutions in the United States. Responses were received from 257 state institutions comprising all 50 states and from all 28 federal institutions. It has been assumed that 107 state institutions which did not respond have no vocational training programs. These 107 institutions are for the most part small camps, farms or centers with less than 100 population. The institutions that are reported and are listed account for over 225,000 of the 230,000 inmate population in the United States. It is therefore felt that the institutions listed represent nearly all those offering vocational training. The directory is presented in three sections: Part One, Listing of Institutions Comprising Directory, Part Two, Institutions Offering Training by Vocational Area, and Part Three, Vocational Training Offered by Individual Institutions. A study of the relationship between these programs and the unfilled job openings in the major occupations of the United States is available as ED 025 598. (CH)

ED 027 377 VT 006 316

A Manual of Instruction for Log Scaling and the Measurement of Timber Products.

Idaho State Board for Vocational Education, Boise. Div. of Trade and Industrial Education.

Report No.—Vo-Ed-No-38

Pub Date [60]

Note—123p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—*Forestry, *Forestry Occupations, Lumber Industry, *Manuals, Natural Resources, Textbooks, *Trade and Industrial Education, Trees, *Vocational Agriculture

This manual was developed by a state advisory committee in Idaho to improve and standardize log scaling and provide a reference in training men for the job of log scaling in timber measurement. The content includes: (1) an introduction containing the scope of the manual, a definition and history of scaling, the reasons for scaling, and the responsibilities and qualifications of the scaler, (2) safe practices in log scaling, (3) principles of log scaling containing units of measure, theory and use of the log rule, scaling equipment, log measurements, merchant ability, numbering and lettering of logs, over-run and under-run, records and reports, non-utilization scaling, and check scaling, (4) identification of tree species, (5) log defects and determination of deductions, (6) scaling from the stump, (7) measurement of post, mining timber, poles, pulp, and log decks, and (8) log grading. There are thirteen tables and 112 illustrations some in color, supplementing the printed text. (DM)

ED 027 378 VT 006 336

Manley, Fred William

Two-Year Technical Education Curricula in Agriculture and Natural Resources in the United States of America, 1966-67 and 1967-68; A Study, Directory, and Statistical Summary.

National Academy of Engineering, Washington, D.C. Div. of Biology and Agriculture; North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.

Pub Date Jun 68

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Agricultural Education, *Directories, *Educational Programs, *Enrollment Trends, National Surveys, Natural Resources, Post Secondary Education, *Technical Education

Two-year technical education curricula in agriculture and natural resources are identified and organized as a directory in this publication. To qualify, a curriculum must prepare for occupational entry into a technical or semi-professional field, prepare for a cluster of closely related occupations rather than for a single job, and be in a common area associated with agriculture. Schools are classified by state. Information listed includes the name of the chief agricultural administrator, curricula offered, and student enrollment for 1966 through 1968. At the end of

the period the statistical summary revealed a 32 percent increase in the number of institutions offering programs, 27 percent increase in number of programs offered, and 32 percent increase in number of students enrolled. The 1967-68 summary listed 181 institutions offering 462 programs for 13,665 students. (DM)

ED 027 379 VT 006 359

Counselor's Desk Aid; Eighteen Basic Vocational Directions. Summary Information.

Bureau of Employment Security (Dept. of Labor), Washington, D.C.

Pub Date 67

Note—135p.

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—*Individual Characteristics, Interest Tests, *Occupational Clusters, *Occupational Guidance, *Occupational Information, Occupational Tests, *Occupations, Vocational Interests

Each of the 18 basic vocational directions (occupational clusters) has a general role description, relevant personality traits, and types of interests generally considered to be compatible with that occupational cluster. The Branch of Counseling and Testing Services developed the "Counselor's Desk Aid" to facilitate use of the "Counselor's Handbook" (ED 023 857) by employment counselors in state employment offices. Vocational counselors in schools, rehabilitation agencies, etc., should also find these publications useful. In addition to occupational information in capsule form, the "Desk Aid" contains sample worksheets and checklists for use with individual counselees. (CH)

ED 027 380 VT 006 361

Occupational Education: Changing Contexts. Report No. 1.

Educational Commission of the States.

Pub Date Nov 67

Note—34p.

Available from—Educational Commission of the States, 822 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00).

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Advisory Committees, Cost Effectiveness, Educational Objectives, Educational Responsibility, Industrialization, Interdisciplinary Approach, Leadership Responsibility, Program Development, Program Improvement, *Program Planning, *Program Proposals, *Technical Education, *Vocational Education

A task force operating under The Education Commission of the States made five major proposals relating to vocational-technical education: (1) that a human resources council be developed with responsibility for long-range goals for a total community context of education, (2) that an occupational education commission provide leadership and stimulate development of vocational-technical programs to achieve these goals, (3) that a manpower coordinating committee effect maximum system-cost effectiveness of training programs in a coordinative rather than administrative role, (4) that a task force for occupational education and economic development help build up industrial output through new or expanded industries, and (5) that regional learning centers be established to provide leadership in the development of broad interdisciplinary curricula. School drop-outs, potential drop-outs, and unemployed and underemployed adults were to be initial target population. Some major principles forwarded were: (1) Education should be given first priority in allocation of human and material resources, (2) Education should be extended outward from the school to the entire community, (3) Instruction should be individualized, and (4) More follow-up and feedback is necessary for maximum program effectiveness. (DM)

ED 027 381 VT 006 564

Prager, Robert Specht, Harry
Working with Organizations to Develop "New Careers" Programs. Technical Monograph No. 10, Publication No. 110.

Contra Costa Council of Community Services, Walnut Creek, Calif.; Office of Economic Opportunity, Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 67

Grant—9279

Note—47p.

Available from—Contra Costa Council of Community Services, 2717 North Main Street, Suite 9, Walnut Creek, California 94596 (\$1.00).

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Economically Disadvantaged, Employers, Entry Workers, *Guidelines, *Job Development, Occupational Mobility, Program Development, *Program Guides, Unemployed Identifiers—*New Careers Programs

This report on a job creation program for poor people deals with the organizations within which jobs were created, the responses of the organizations to the jobs, and the techniques which seemed useful in working with the organizations. Major sections include: (1) Employment, Unemployment and New Careers, (2) Organizational Barriers, (3) The Forms of Resistance, and (4) Program Strategies. The program supported the assumption that poverty is not inherent in the human condition; the impulse to pass something better on to one's children is a major social force. The concept of new careers is a method of harvesting this energy. (JK)

ED 027 382 VT 006 655
Anecdotal Abstracts From an Environment for Learning, Written at the 1966 and 1967 Summer Institutes of Technology for Children (Marlton, New Jersey).

Spons Agency—Ford Foundation, New York, N.Y.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date 67

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Abstracts, *Case Studies (Education), *Elementary Education, *Industrial Arts, *Inservice Teacher Education, *Interdisciplinary Approach, Student Evaluation
Identifiers—New Jersey, Summer Institute Of Technology For Children, *Technology For Children Project

Abstracts which reflect a cross section of the anecdotal records made during two 6-week inservice teacher education institutes are presented. The institutes were designed to help elementary teachers combine technological activities with regular academic lessons for children in kindergarten through grade 6. Each of 38 teachers observed one child, who was in a group situation, one and one-half hours each day for 4 weeks and made the original anecdotal records. At the conclusions of each institute the teachers selected an area of interest and prepared an abstract from their records. The abstracts which report on pupils at the primary and intermediate grade level are: (1) "Reading and Language Arts" by Judith Motley, (2) "Mathematics" by Alma Merritt, (3) "Science" by Jean Stover, (4) "Language Arts" by Ellen Shinn, (5) "Vocabulary Building" by Mary Holzschueher, (6) "Industrial Arts and Science" by Barbara Pawlowski, (7) "Listening Skills and Mathematics" by Mary O'Malley, (8) "Science" by Carl Roache, and (9) "Mathematics" by Joan Erickson. Each abstract focuses on one pupil and their activities, problems and progress in one learning or subject area. (EM)

ED 027 383 VT 006 746
Tennison, W. Wesley Meyer, Warren G.

Pilot Training Project for Teachers of Distribution and Marketing, Focusing on Responsibilities for Career Development.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date 15 Dec 67

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Career Planning, *Distributive Education, Distributive Education Teachers, Occupational Aspiration, Occupational Choice, *Occupational Guidance, *Teacher Education, *Teacher Workshops, *Vocational Counseling, Vocational Development

Identifiers—*Distributive Education Training Project, University of Minnesota

This pilot training project conducted during the summer of 1967 was Phase I of a two-phase training program. Phase I (ED 016 805) was conducted during the summer of 1966 and provided a group of 30 distributive education teacher-coordinators with distributive occupational experience in two business firms. The purpose of Phase II was to increase teacher effectiveness in encouraging self-exploration and developing judgment

and decision-making skills in students. General approaches followed were (1) consideration of instructional content and methods appropriate to the career development of the distributive education student, and (2) group experiences designed to focus on the career and personal development of the coordinators and distributive teachers enrolled in the workshop. The instructional program was conducted within a 5-week schedule and consisted of three courses: (1) didactic instruction, 25 class hours, (2) group process, 30 class hours, and (3) integrative seminar, 35 class hours. Fifteen graduating seniors from local schools were selected for the demonstration class. The program was evaluated through: (1) studies of behavioral and performance change during the time the teacher was enrolled in the training program, (2) the effect on the career and self-development of the participant in the demonstration class, and (3) the quality of teaching materials that were developed. (MM)

ED 027 384

Simmel, Arnold

Structure and Change of Some Role Perceptions in Nursing School.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [65]

Grant—MH1014-01

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Employee Attitudes, *Health Occupations Education, Health Personnel, Nurses, *Nursing, *Professional Education, *Role Perception, Student Attitudes, *Task Analysis, Values, Work Attitudes

Are new values and norms learned and internalized in professional school? This question and other related ones will be considered in the study of which this paper is a preliminary report. To specify norms and to consider the structure of relations in a set of norms, nursing students' prescriptions of what various kinds of personnel in a hospital should do were studied. At different stages in their educational programs, 129 students (alphas) who had already completed a 4-year liberal arts program, and 53 students who were in the process (betas) responded to questionnaires which listed tasks and requested indications of who generally does and who should do each task. Extensive data include the following findings: (1) a trend toward the classification of tasks by the respondents as intern tasks, professional nursing tasks, and technical nursing tasks, (2) a preponderance of do-responses over should-responses, and (3) greater imputation by alphas than betas of both performance of tasks and obligation to perform them to nursing students and staff nurses. It was suggested that the study of the relatively trivial prescription might be useful in the study of socialization, as a methodological exercise, and a means of generating hypotheses, as well as for the substantive relationship of the prescriptions to the professional development of the student. (JK)

ED 027 385

Griffiths, Horace Franklin

A Study Defining Eight Objectives of Business Programs in Public Community Colleges and Determining the Importance of These Objectives.

Pub Date 67

Note—189p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-4143, microfilm \$3.00, xerox \$8.80).

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Business Education, *Community Colleges, *Curriculum Development, Curriculum Evaluation, Doctoral Theses, *Educational Objectives, Educational Philosophy, Questionnaires, Technical Education, Terminal Education, Transfer Programs

Eight curriculum objectives of public community college business programs were defined by the researcher and validated by a jury of 30 educators. The presidents and business department heads of 376 public community colleges were asked by questionnaire to rank the eight objectives. Presidents and business department heads of 17 Texas public junior colleges were interviewed to determine the problems in implementing courses designed to accomplish the objectives defined in the study. The curriculum objectives are transfer, technical, semi-professional, supple-

mental, re-training, developmental, opportunity, and vocational. Some conclusions were: (1) Technical and semi-professional objectives will become as important as the transfer objective in public community college business programs, (2) Programs to provide appropriate occupational training for adults will increase, (3) Adequate occupational training programs for low ability adults or courses for adult vocational use will not likely be provided, (4) Business department heads are unable to effect appropriate programs when the pervading institutional philosophy is traditional and conservative, and (5) A real problem is the inability of colleges to use advisory boards effectively and/or to employ consultants in curriculum development. (MM)

ED 027 386

VT 007 198

A Guide for Attendant Training in Institutions for the Mentally Retarded.

New Jersey State Dept. of Institutions and Agencies, Trenton. Div. of Mental Retardation.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Grant—OM-838

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Attendant Training, Curriculum, Lesson Plans, *Mentally Handicapped, Mental Retardation, *Program Development, *Teaching Guides, Teaching Methods

The guide is intended as a stimulus for the establishment of training programs for newly employed attendants and as an aid to the development of on-going in-service training. The instructor should select those subject areas which meet the needs of the institution and its residents. It is expected that additions and deletions will be made. The body of the manual is an outline which indicates the topic and purpose for each lesson and presents in parallel columns suggested content, teaching methods and aids, and reading references in relation to each sub-topic. Lesson topics include: (1) Background on mental retardation, (2) growth and development, (3) social emotional needs, (4) housekeeping in the cottage, (5) safety, (6) civil defense, (7) training, feeding, and clothing the resident, (8) personal health and hygiene, (9) nursing care, (10) common diseases and conditions, (11) body mechanics, (12) leisure time, (13) sex education, (14) religion, (15) discipline, (16) referring problems, (17) and the responsibility of the attendant to the patient. The appendix includes a glossary, bibliography, film list, and list of agencies from which resource materials may be obtained. (JK)

ED 027 387

VT 007 286

Edwards, Ronald K., And Others

Pilot Study to Explore the Use of an Audio-Visual Tutorial Laboratory in the Secretarial Skills Area as a Means of Updating and Improving Curriculum Offerings at the Community College Level in Michigan.

Lansing Community Coll., Mich. Dept. of Accounting and Office Programs.

Spons Agency—Michigan State Dept. of Education, Lansing. Div. of Vocational Education.

Pub Date Jun 68

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Audiovisual Instruction, Community Colleges, Comparative Analysis, Control Groups, Curriculum Development, Experimental Curriculum, Experimental Groups, Individual Instruction, Instructional Innovation, Laboratory Equipment, *Multimedia Instruction, Office Machines, *Office Occupations Education, *Programmed Instruction, Student Attitudes, *Teaching Methods, Typewriting

This study dealt with two skill courses, business machines, and beginning typewriting. The control groups received instruction in the traditional method. The experimental groups attended open laboratory at any time convenient to them to receive their instruction. The groups were compared on the basis of identical performance tests. Materials to instruct the experimental group included 8mm film loops with sound tracks, slides with accompanying narration on magnetic tape, timed writings or production timings on magnetic tape, and hand-out sheets explaining any preparation necessary prior to the instruction. Differences between groups at the .05 level in both beginning typing and business machines indicate that the experimental groups did learn more as

measured by the final performance test. Questionnaire s indicated that students generally preferred the open laboratory method of learning over the traditional classroom method. Some of the recommendations were: (1) further research in an effort to build a completely individualized curriculum, (2) greater teacher availability by qualified teaching technicians, and (3) enrollment procedures allowing prospective students to begin a section at any time. (MM)

ED 027 388 VT 007 315

Action for Quality.
National League for Nursing, New York, N.Y.
Dept. of Associate Degree Programs.
Pub Date 68

Note—72p.; Papers presented at the First Conference of the Council of Associate Degree Programs (Boston, Massachusetts, February 29-March 2, 1968).

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$2.25).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Associate Degrees, *Certification, Community Colleges, Conferences, Credits, *Health Occupations Education, Junior Colleges, *Nursing, Professional Associations, *Speeches, Technical Education

Identifiers—*Conference Council of Associate Degree Programs

Papers include "The New Concept of Technology" by Edwin Miner and reaction papers by Ruth Matheny and Hazle Blakeney; "Problems and Issues in Accreditation by Specialized Agencies of Vocational-Technical Curricula in Post Secondary Institutions" by Lloyd Messersmith; "State Board Examination Equals Licensure Plus Yield" by Seymour Eskow, "State Board Examinations -- Licensure and Yield" by Virginia Barham; "Licensing Examinations and Associate Degree Nursing Programs" by Mildred Montag; "Philosophical Concepts of Transfer Credit" by James Moncrief; "Equivalency Examinations in New York State" by Mildred Schmidt; "From Community or Junior College to Graduate Study" by Olga Andruskiw; and "Looking at Accrediting in the Future" by Frank Dickey. (JK)

ED 027 389 VT 007 318

Resources for Teaching: Programmed Instruction Community Problems Nursing Rounds. Report of a Conference for Nursing Instructors (Louisville, Kentucky, October 16-17, 1967).

National League for Nursing, New York, N.Y. Nursing Advisory Service.

Pub Date 68

Note—47p.
Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$2.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Community Involvement, *Conference Reports, Educational Resources, *Health Occupations Education, Nursing, *Programmed Instruction, Program Evaluation, *Teaching Methods

Identifiers—*Conference for Nursing Instructors, Louisville Kentucky, October 16 and 17 1967

Representatives of 15 nursing programs participated in the conference conducted by the Nursing Advisory Service of the National League for Nursing and the National Tuberculosis and Respiratory Disease Association, with the Assistance of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing and cosponsored by the Kentucky Tuberculosis-Respiratory Disease Association. Speeches include "Programmed Instruction and Its Implications for Nursing Education" and "Critique of a Program" by Hessel Flitter, "The Community Problem" by Bernita Satchell, and "Nursing Rounds: A Method of Using a Patient as a Resource in Teaching" by Virginia C. Dericks. Group discussions and conference evaluations are summarized. (JK)

ED 027 390 VT 007 362

Young, Stanley
Manpower Training: Some Cost Dimensions.
Massachusetts Univ., Amherst. Labor Relations and Research Center.

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Cost Effectiveness, Expenditure Per Student, Federal Aid, *Financial Support, *Manpower Development, Private Financial Support, *Program Costs, *Program Evaluation, State Aid, Vocational Education

Identifiers—*Manpower Development and Training Act Programs, MDTA Programs

Some of the dimensions of the relative financial contribution of the cooperating parties in manpower institutional training as established under the Manpower Development and Training Act of 1962 were explored. This analysis will provide some perspective to those who must finally decide the question of relative financial contribution, or provide them with a certain range of the cost dimensions of the program. Discussed in this document are: (1) some cost dimensions of manpower training, (2) total cost of the manpower development program, (3) space, equipment, program planning and on-the-job institutional training, (4) indirect cost, (5) cost requirement, (6) individual educational return, (7) the training gap, (8) cost effectiveness, (9) MDTA as a bridge between industry and education, (10) new occupations, (11) public relations and community liaison, (12) MDTA contribution to local training effort, (13) the Keene, New Hampshire project, (14) educational innovation, (15) some problems. It was recommended that an integrated decision-making system in the occupational training area be developed to insure that the total occupational training effort of the Federal Government achieves the worthy goal of training all individuals to their full capacity. (MM)

ED 027 391 VT 007 383

Vocational Education Amendments of 1968, Reported Without Amendments.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 8 Jul 68

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Federal Aid, *Federal Laws, *Federal Legislation, Federal State Relationship, *Financial Support, Program Administration, *Program Descriptions, *Vocational Education

Identifiers—*Vocational Education Amendments of 1968

This report, submitted to accompany the Vocational Education Amendments (VT 007 323) presents the reasons behind the House Committee Support, and discusses briefly the changes, which include: (1) purpose and background, (2) authorization of appropriations, (3) required use of state allotments set aside for the disadvantaged, (4) new and expanded uses of funds, (5) research authority, (6) state advisory council, (7) long-range and annual program plans, (8) vocational work study, (9) residential and vocational schools, (10) new programs, (11) exemplary projects and programs, (12) cooperative education, (13) curriculum development, (14) vocational education leadership and professional development, (15) exchange programs, institutes, and inservice education, (16) job corps and manpower studies, (17) special manpower projections, (18) amendments to the Adult Education Act of 1966. Also included in this document are supplemental views on behalf of minority members, a section by section analysis and changes in the existing law that are made by the bill. (MM)

ED 027 392 VT 007 461

Cooperative Education Programs for Prospective Vocational-Technical Education Teachers (COPE). First Annual Report.

Rutgers, The State Univ., New Brunswick, N.J. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 1 Jul 68

Grant—67-290

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Advisory Committees, *Beginning Teachers, *Cooperative Education, Program Administration, *Program Descriptions, Public Relations, Questionnaires, Student Characteristics, *Teacher Education, Teacher Recruitment, Teachers, *Trade and Industrial Teachers

Identifiers—Rutgers the State University

This program was initiated in 1967 to provide an alternate source of teachers for vocational education. It gives high school graduates, primarily from vocational and industrial arts education programs, as well as technical institute graduates,

an opportunity to combine a cooperative work experience in their chosen trade or occupation with an approved academic program. Upon completion of the prescribed program, individuals will receive appropriate teacher certification and will have earned the bachelor of science degree. The cooperative aspect of the offering and the formal university program are compatible in that university college courses are offered in the late afternoon and evening, leaving the student ample time to work in industry. The student is required to accrue a minimum of 5,000 hours of approved work experience under supervision of a coordinator. Time spent learning the trade in either the high school or technical institute programs would be counted toward the 5,000 hours experience requirement. Upon completion of the minimum experience requirement, the student is required to pass an occupational competency examination. Details on recruitment, public relations, the students, entry requirements, coursework and recommendations are included. (CH)

ED 027 393 VT 007 504

Jones, Lewis W. Boyd, Ether D.
Performance Related to Indicators of Potential of Tuskegee Institute MDTA Trainees.

Tuskegee Inst., Ala.

Spons Agency—Department of Health, Education and Welfare, Washington, D.C.; Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date 31 Aug 68

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—*Achievement, *Adult Vocational Education, *Federal Programs, Individual Characteristics, Job Skills, *Performance, *Predictive Measurement, Socioeconomic Background, Student Evaluation, Trade and Industrial Education, Vocational Followup

Identifiers—MDTA Programs

The objective of this study was to determine the relationship between training and job performance and 30 independent variables which were assumed to be related to success or failure of 67 adult males enrolled in vocational programs. Psychological, sociological, educational, employment, and economic measures were utilized to collect data on these participants during Manpower Development and Training Programs and in the followup portion of the study. The measures which were significant (.05 level) for successful training performance were (1) Work Interest Flexibility, (2) Intuitive Mechanics, (3) Revised Beta Examination, and (4) environmental adjustment and overall adjustment on the Emo Questionnaire. Course performance, personal characteristics, and peer evaluations were all significant (.05 level) indicators of satisfactory job performance. (EM)

ED 027 394 VT 007 513

Kirkbride, Keith
A Study to Identify Educational Needs of Non-College Bound Students in a Rural Public High School of Six Hundred Students. Final Report.

Spons Agency—Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date Aug 68

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—Advisory Committees, Curriculum Development, Curriculum Evaluation, *Educational Needs, Graduate Surveys, High Schools, Inservice Teacher Education, *Noncollege Preparatory Students, Occupational Information, Program Development, *Program Evaluation, Questionnaires, *Rural Youth, *Vocational Education

Identifiers—Quincy School District, Washington

The primary objective of this study was to determine the educational needs of non-college bound rural high school students in the Quincy school district and to make the information available to the administration and board members of the district with general recommendation for curriculum change. The project consists of two separate parts: (1) study group of 15 certified staff members to seek answers to selected questions, and (2) an extensions course from Washington State University available to staff members of the entire school district. The study group conducted the research activities in the areas of: (1) past high school graduates, (2) community survey and lay committee, (3) curriculum development, and (4) resources and special

problems. Well over half (56 persons) of the teachers in the school district were enrolled in the extension course and all grade levels were represented. The extension course was designed to help teachers and administrators gain an understanding of the basic principles of vocational education and to create an awareness of the responsibility of schools in preparing non-college bound young people for the world of work. General recommendations made by the study group to the administration and board members are included. (MM)

ED 027 395 VT 007 627
Harkness, James P., And Others
A Manpower Study of Technical Personnel in Hospital Clinical Laboratories. Final Report. Manpower Administration (DOL), Washington, D.C.
Pub Date Oct 68
Contract—MDTA 26-64
Note—103p.

EDRS Price MF-\$0.50 HC-\$5.25
Descriptors—Automation, Clinical Diagnosis, Evaluation, Evaluation Criteria, Hospitals, Individual Characteristics, Laboratories, Laboratory Techniques, Medical Evaluation, Medical Laboratory Assistants, Medical Technologists, Occupational Surveys, Pathology, Performance Criteria, Personnel Evaluation, Quality Control, Questionnaires
Identifiers—North Carolina

As one of the efforts related to closing the gap between the growing demands for clinical laboratory workers and the supply of well-trained workers, the volume and quality of laboratory procedures and the general characteristics of workers in North Carolina hospitals were studied. Approaches to the study included tests on "unknowns" by laboratory workers, interviews and questionnaires. Some findings were: (1) Hospital laboratories perform approximately the same ratio of tests per bed and have approximately the same ratio of workers per bed regardless of other factors, (2) As hospital size increases, so does the quality of work, (3) The areas of laboratory work most easily automated make up seven-eighths of the total output, (4) Workers trained in schools certified by the American Society of Clinical Pathologists, those trained in commercial schools, and those with on-the-job training only were almost equally represented, and (5) About half of all workers had 5 years or more of experience but most earned less than \$5,000 annually. Recommendations include: (1) more effective supervision by pathologists, (2) evaluation of laboratories by educationally oriented organizations, (3) regional laboratories to make automation feasible, and (4) patient admitting practices appropriate to the capabilities of hospital laboratories. (JK)

ED 027 396 VT 007 631
Jakubauskas, Edward B., Palomba, Neil A.
Job Vacancies in Iowa Manufacturing Establishments as Reported for the Period March Through August 1968. Volume III, No. 1. Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Pub Date Aug 68
Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25
Descriptors—Area Vocational Schools, Cooperative Planning, Curriculum Development, Educational Needs, Employment Opportunities, Manufacturing Industry, Occupational Surveys, Occupations, Post Secondary Education, Wages
Identifiers—Iowa

Job vacancies were reported to aid Iowa area vocational schools in developing curriculums and training program by determining: (1) occupations to be considered for training purposes in area vocational schools, (2) demand for workers in occupations under consideration by area schools, (3) oversupply in certain skills, and (4) an ongoing procedure for immediate feedback of industry's most critical manpower shortages to educators. Response of 980 of 3,000 firms provided data which was analyzed by occupational group, industry classification, and county and multi-county areas. A total of 11,388 full-time vacancies were uncovered. Largest vacancies were in the benchmark occupations, processing occupations, and machine trades occupations. Results, using an inflation procedure, are presented in the appendixes under headings of: (1) number of job

vacancies, by major and detailed occupations groups, Iowa and multi-county subareas, (2) number of job vacancies, by industry and major occupational group, Iowa, (3) number of job vacancies and average hourly wage rates offered, by detailed occupational group, 99 counties and (4) inflated job vacancies by major and detailed occupational groups and by industry group. Similar listings for earlier time periods are available as VT 003 596 and VT 005 639-40. (DM)

ED 027 397 VT 007 663
Overs, Robert P., Deutsch, Elizabeth C.
Sociological Studies of Occupations; Abstracts. Curative Workshop of Milwaukee, Wis.
Pub Date 68
Note—400p.

Available from—Research Department, Curative Workshop of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233 (\$8.00).

EDRS Price MF-\$1.50 HC-\$20.10
Descriptors—Abstracts, Occupational Information, Occupations, Research Reviews (Publications), Role Conflict, Social Characteristics, Social Factors, Vocational Counseling

One hundred abstracts of sociological studies of occupations are collected in this volume, designed primarily as a vocational guidance counseling tool. Taken mainly from journal articles, the studies usually relate to the subtle social characteristics of jobs, such as cultural pressures, role identities, role conflicts, prestige, and differential social situations. The occupations range from janitor to physician and musician to city manager. The abstract format for each of the studies included: (1) a brief description of the article and its major findings, (2) the author's own abstract (when available), (3) a description of data gathering and treatment methods, (4) methodological cautions to heed when interpreting findings (when relevant), (5) a general statement of theoretical orientation, (6) an indication of scope, whether the article refers to a job or an occupational field, (7) implications for counseling, emphasizing the study's significance in the area of vocational counseling, written by an experienced psychologist (vocational counselor), and (8) the pertinent Dictionary of Occupational Titles classification and code. A subject and an author index are included. (ET)

ED 027 398 VT 007 684
Report of Second Annual Workshop for Coordinated Vocational-Academic Education (Brownwood, Texas, July 29 - August 1968). Units One-Seven.

Texas Education Agency, Austin. Dept. of Vocational Education.
Pub Date 68
Note—312p.

EDRS Price MF-\$1.25 HC-\$15.70
Descriptors—Beginning Teachers, Behavioral Counseling, Classroom Techniques, Conference Reports, Cooperative Education, Disadvantaged Youth, Handicapped Students, Instructional Materials, Interdisciplinary Approach, Special Programs, Teacher Developed Materials, Teacher Education, Teacher Education Curriculum, Teacher Improvement, Teacher Workshops, Teaching Methods, Vocational Education

Identifiers—Coordinated Vocational Academic Education, Texas, Workshop For Coordinated Vocational Academic Education
Coordinated Vocational-Academic Education (CVAE), (formerly entitled Occupational Training), is the Texas Education Agency Vocational Program designed for students with special learning needs. It is intended for in-school youth possessing academic, socioeconomic, or other handicaps to such an extent as to prevent them from succeeding in standard educational endeavors. The program includes a combination of vocational and modified academic instruction that provides the dual educational opportunities of acquiring a saleable vocational skill while also acquiring basic knowledge in the fields of mathematics, science, English, and social studies. This report of the second annual CVAE workshop includes seven separate publications, six of which pertain to the six courses taught. The units are: Unit One, General Report of Workshop; Unit Two, Introduction to Teaching Coordinated Vocational-Academic Education; Unit Three, Organization and Use of Instructional Material; Unit Four, Shop and Classroom Organization and Management; Unit Five, Behavioral Analysis and

Guidance; Unit Six, Implementation of Instructional Material; and Unit Seven, Orientation to Cooperative Training. (CH)

ED 027 399 VT 007 694

Miller, Aaron J., Ed
Proceedings of a Consultants Workshop on Technologies Related to Mechanical Engineering (San Antonio, Texas, May 1968).

American Association of Physics Teachers, Washington, D.C.

Spons Agency—Kellogg (W.K.) Foundation, Battle Creek, Mich.

Pub Date May 68

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Conference Reports, Consultants, Engineering Education, Engineering Technicians, Post Secondary Education, Program Development, Program Planning, Speeches, Technical Education
Identifiers—Consultants Workshop On Technologies

Forty persons attended this workshop, designed to identify consultants and orient them to the needs of community colleges and technical institutes when developing, revising or upgrading mechanical technology programs. Presentations by some of the nation's leading technical educators were followed by discussion periods and critique, both of which are included in this pamphlet. The publication is intended as a guide to consultants and as an introduction for Junior College administrators formulating programs in technologies related to mechanical engineering. Papers presented discussed: (1) the advantages of using consultants and initial arrangements for their use by K. Skaggs, (2) background data and information on technician supply and demand, and issues and concerns relevant to consultant service, by S. Brodsky, (3) steps for developing curriculum for mechanical engineering technologies by S. Peterson, (4) basic teaching methods and materials by R. Michael, and (5) facilities and staffing for mechanical engineering technologies by H. Cunningham. (FP)

ED 027 400 VT 007 699

A Description and Source Listing of Professional Information in Agricultural Education, 1964-65, 1965-66.

American Vocational Association, Washington, D.C. Agricultural Div.

Pub Date 66

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Adult Farmer Education, Agricultural Education, Agricultural Engineering, Agronomy, Animal Science, Annotated Bibliographies, Curriculum Development, Educational Facilities, Farm Management, Forestry, Information Sources, Instructional Materials, Occupational Guidance, Post Secondary Education, Supervised Farm Practice, Supervision, Teacher Education

This bibliography, containing professional information in agricultural education published in the school years 1964-65 and 1965-66 was prepared by the Professional Information Committee of the Agricultural Division of the American Vocational Association. Respectively they contain 141 and 170 listings with short annotations including availability and price, and are organized under headings of: (1) Adult and Post High School Education, (2) Agricultural Mechanics, (3) Animal Science, (4) Curriculum Development, (5) Facilities for Department, (6) Farm Business, Management, Marketing, (7) Forestry, (8) Future Farmers of America, (9) Guidance and Occupational Opportunities, (10) Plant Science and Soils, (11) Supervision and Teacher Education, (12) Supervised Practice, and (13) Teaching Aids and Materials. Similar bibliographies for the years 1967-68, 1968-69 are available as VT 007 903. (DM)

ED 027 401 08 VT 007 725

Selden, William

A Guide for Planning Facilities for Occupational Preparation Programs in Business and Office Occupations. Interim Report. Research 26.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR 7-0158

Pub Date Nov 68

Grant—OEG-3-7-000158-2037

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Annotated Bibliographies, *Business Education, Educational Equipment, *Educational Facilities, Educational Specifications, *Facility Guidelines, *Facility Requirements, Instructional Programs, *Program Planning, Space Classification

The guide was developed as a facility planning tool for use by business education instructors, state supervisors, university school planners, and local school officials. It lists a series of questions about the educational program to be offered, the answers to which bear directly on the numbers and kind of instructional areas needed in the contemplated facilities. After program decisions are recorded the guide provides for the description of instructional areas needed to meet the program requirements. Much of the material is presented in a checklist format which allows for consideration of alternatives in facility planning. Other guides in this series are available for home economics (ED 022 924), data processing (ED 023 927), and machine trades (ED 023 926). Discussed are the major purpose, the underlying assumptions, and the guiding principles which were utilized in the preparation of the guide; the instructional program as to program features, objectives and kinds of programs which will be organized to implement them; and the distinct types of instructional areas to be provided. Also included is an annotated bibliography of reference sources which offer more detailed treatment of the various stages of facility planning. (MM)

ED 027 402 VT 007 726

Bergmann, Barbara R. Kaun, David E. Structural Unemployment in the United States. Brookings Inst., Washington, D.C. Spons Agency—Economic Development Administration (Dept. of Commerce), Washington, D.C.

Pub Date 67

Note—133p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (C46.2:UN2, \$65).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Business Cycles, Economic Factors, *Economic Research, Employment Patterns, Employment Problems, Employment Trends, *Labor Economics, Labor Force, *Labor Market, Models, *Unemployment

Identifiers—*Structural Unemployment

An attempt was made in this study to clarify the concept of structural unemployment, defined as the amount of unemployment (less minimum frictional and seasonal unemployment) that remains at the level of demand which is consistent with general price stability. A principle objective of the study was to examine in some detail the changes in the characteristics of the labor force during recent years in an attempt to estimate the target unemployment rate, that point where additional increases in demand would produce continuing inflation as a result of labor shortages. This was done by measuring the contribution to structural unemployment of skill shortages, regional demand patterns, and employability of youths and Negroes and by determining whether structural unemployment from these sources had changed since 1953. It was concluded that 3.7 percent is the upper limit of a band of unemployment rates within which the borderline of conditions of significant labor shortages is located. This includes a maximum estimate of 2.3 percent of the labor force as structurally unemployed. Detailed discussion of methods and computations is included. (ET)

ED 027 403 24 VT 007 734

Martinson, John, And Others

The Feasibility of Teaching History of Technology in Vocational and Pre-Technical Secondary Schools.

Frederick Burk Foundation for Education, Daly City, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.; San Francisco State Coll., Calif. Center for Technological Education.

Bureau No.—BR-6-2011

Pub Date 30 Sep 68

Grant—OEG-4-7-002011-0489

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Curriculum Development, Curriculum Research, Educational Strategies, *Feasibility Studies, *History, Inservice Teacher Education, Instructional Design, *Prevocational Education, *Secondary Grades, *Technology

To determine the feasibility of teaching history of technology as part of the secondary school curriculum, an investigation was conducted with three major steps: (1) A team of advisors was consulted, (2) An inventory of the elements necessary for introduction of history of technology into secondary schools was obtained, and (3) Three alternative strategies for development of instructional materials and curriculums were formulated. Course patterns examined were a general course in United States and world history, specialized courses on the history of technology, and interdisciplinary courses incorporating material when relevant. Some recommendations were: (1) to improve teacher understanding of the history of technology, (2) to improve teaching materials available on the subject, (3) formation of a coordinating committee, and (4) development of a research program to determine the content and depth of training. The appendixes contained: (1) "Technology and Culture" by M. Kranzberg, (2) History of Technology: The Problems of Definition and Scope, and (3) A Bibliographic Letter to a High School Teacher (Hypothetical). (DM)

ED 027 404 VT 007 745

Training of Ambulance Personnel and Others Responsible for Emergency Care of the Sick and Injured at the Scene and During Transport.

National Academy of Sciences, National Research Council, Washington, D.C. Div. of Medical Sciences.

Spons Agency—Public Health Service (DHEW), Silver Spring, Md. Emergency Health Services Branch.

Pub Date Mar 68

Contract—PH-110-68-1

Note—30p.

Available from—Division of Medical Sciences, National Academy of Sciences, 2101 Constitution Avenue, N.W. Washington, D.C. 20418. (No Charge).

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Educational Programs, *Emergency Squad Personnel, First Aid, *Health Occupations Education, Medical Services, *Program Development, *Program Guides, Rescue

Ambulance personnel must be able to (1) appraise the extent of first aid rendered by others, (2) carry out additional measures at the scene and en route, (3) operate vehicles safely, (4) maintain communication with traffic authorities, dispatchers, and emergency departments, and (5) keep records for medical and other authorities. Guidelines for training organize instruction into three major sections: (1) Emergency Care includes anatomy and physiology, vital signs, life threatening emergencies, injuries, burns, environmental emergencies, acute poisoning, medical emergencies, emergency childbirth, and management of the emotionally disturbed, (2) Ambulance Services includes personnel, emergency vehicles, use of equipment and supplies, communication, relationships with hospital emergency departments, control of the accident scene, rescue procedures, medicolegal problems, and records and reports, (3) In-Hospital Training discusses observation, demonstration, and participation in hospital departments. Recommendations for development of a nationwide training program and an extensive bibliography are included. (JK)

ED 027 405 VT 007 761

Annis, William H. Perrigo, Joseph E.

A Pilot Study to Determine the Need for Curriculum Modification in Vocational-Technical Education in New Hampshire.

New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.; New Hampshire State Dept. of Education, Concord.; New Hampshire Univ., Durham.

Pub Date 68

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Curriculum, *Curriculum Evaluation, Curriculum Research, *Educational Needs, *Employer Attitudes, Interviews, Job Skills, Occupational Information, *Occupational Surveys, Pilot Projects, Questionnaires, State Surveys, Technical Education, *Vocational Education

Identifiers—New Hampshire

A pilot study was conducted to determine if vocational-technical educational curriculums were adequate in a selected portion of New Hampshire and to determine what could be done to correct existing deficiencies. Interviews were conducted with 221 of the 463 agricultural enterprises, heavy industry, restaurant, and service industry businesses in the sample area. Some major findings were: (1) 55 percent of employers considered current programs inadequate, (2) Specialized jobs were identified for which very little training is available, (3) Current enrollments indicate a lack of emphasis in training for new specialized jobs, (4) Sales, mechanics, mathematics, supervisory, and food service areas are in need of improved curriculums in the opinion of employers, (5) Employers desired that their employees have training in courtesy, manners, conversation and other related areas, (6) Employers were generally willing to provide some work experience for interested students, and (7) Employers indicated a need for increased communication among business, education, and students. Several recommendations were made, among them that education in the development of personality be offered and the aid of business be secured in providing training. (DM)

ED 027 406 VT 007 762

Report of the Committee on Administration of Training Programs.

Committee on Administration of Training Programs, Washington, D.C.

Pub Date Mar 68

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—Adult Vocational Education, Apprenticeships, Disadvantaged Youth, Economically Disadvantaged, *Educational Programs, Federal Legislation, *Federal Programs, Manpower Development, *Program Administration, *Program Effectiveness, *Program Evaluation, Vocational Education, Vocational Rehabilitation, Welfare Recipients

Identifiers—*Committee On Administration Of Training Programs

The Committee studied the administration of training under federal programs including Manpower Development and Training, Economic Opportunity, Adult Basic Education, Vocational Education, Work-Study Program, Social Security, Vocational Rehabilitation, and National Apprenticeship Training Acts, as well as selected administratively established programs including Five Cities Test Project, Concentrated Employment Programs, and Operation SER. The study extended from April 1967 to March 1968. It was concluded that some waste, duplication, and inefficiency existed in the nearly 30 separate federally supported job training programs but that these failures rarely vitiated the usefulness of the programs. Recommendations include: (1) formulation and codification of national manpower policy, (2) provision for training of individuals receiving welfare benefits without penalization, (3) expansion of apprenticeship and efforts to assist the flow of qualified minority group applicants, (4) assurance that training prepares for entry into jobs with opportunity for advancement and for adequate income, (5) establishment of residential vocational education centers, (6) more adequate funding and arrangement to permit time for programing operations, (7) integration of training activities with the Department of Labor. (JK)

ED 027 407 VT 007 767

Jenkins, John David

An Experiment to Determine the Effectiveness of Slides and Audio-Tapes for Presenting Manipulative Demonstrations in Graphic Arts.

Pub Date Jan 69

Note—117p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Control Groups, *Demonstrations (Educational), Doctoral Theses, Experimental Groups, *Grade 8, *Graphic Arts, *Industrial Arts, Slides, Tape Recordings

This study compared teacher demonstration with a slide-tape methods of presenting demonstrations in graphic arts. It involved 134 eighth grade students and four teachers in four schools. Random assignment to treatments was made by

classes. Four demonstrations randomly selected from a group were (1) composing a line of type, (2) locking-up a type form, (3) preparing the platen press, and (4) cutting a linoleum block. Measures were made on initial learning of terminology and procedural detail, operational procedures, and operation performance. Data were analyzed by analysis of covariance and groups were equated by adjusting means on the basis of intelligence test scores and dynamometer hand strength test scores. Findings included: (1) Initial learning of terminology and procedural detail was significantly better (.10 level) in the teacher demonstration group, (2) There were no significant differences between groups for operational procedures, and (3) Operation performance was significantly better (.10 level) in the teacher demonstration group. Intelligence scores were an effective equating factor but dynamometer test scores were not. (EM)

ED 027 408 VT 007 771

Olson, Delmar W., and Others
Symposium on Industrial Arts Education, 1968.
California State Dept. of Education, Sacramento.
Pub Date 68.
Note—22p.

Available from—Bureau of Industrial Education,
California State Department of Education, 721
Capitol Mall, Sacramento, California 95814
(without charge).

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Curriculum Development, *Educational Philosophy, *Federal Laws, Financial Support, *Industrial Arts, Program Administration, Program Descriptions, *Supervisory Activities

Five papers presented at six California colleges in July of 1968 are presented. "Industrial Arts and Technology" by Delmar W. Olson outlines the bases for a contemporary industrial arts program, its possible purposes, and several elements which need consideration when designing such a program. "Contemporary Industrial Arts Programs in the United States" by Arthur J. Dudley discusses five traditional and contemporary approaches to program and curriculum planning. "Implementing Promising Curriculum Changes in Industrial Arts" by Ralph C. Bohn describes two types of curriculum changes which involve either organizational patterns or educational materials and which are presently taking place. "Supervision and Administration of Industrial Arts" by Leonard W. Giliham reviews the supervisory role involving responsibility for instructional improvement, personnel administration, course development, instructional leadership, coordination, and inservice education. "Federal Funds for Industrial Arts" by Howard S. Decker outlines provisions of the Elementary and Secondary Education Act, the National Defense Education Act, and the Educational Professions Development Act. (EM)

ED 027 409 VT 007 784

A Guide to Child-Labor Provisions of the Fair Labor Standards Act as Amended in 1966.
Child Labor Bulletin No. 101.

Department of Labor, Washington, D.C. Wage and Hour and Public Contracts Div.

Report No.—WHPC Pub-1177

Pub Date Jan 67

Note—30p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (L22.14:101/13, \$0.20).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Apprenticeships, *Child Labor Laws, Cooperative Education, *Employment Practices, Federal Laws, *Federal Legislation, *Vocational Education, Work Experience Programs, *Youth Employment

Identifiers—*Fair Labor Standards Act

This amended guide to the Child-Labor Provisions of the Fair Labor Standards Act contains general information useful to employers and coordinators of cooperative and work experience programs involving employment of youth under 18 years of age. Included in the document are provisions relating to: (1) age standards, (2) coverage of the Act, (3) exemptions from the Act, (4) hazardous occupations, (5) employment during school hours, (6) age certification, (7) violation penalties, and (8) other applicable laws. Exemptions to some of the non-agricultural hazardous occupations orders are provided for apprentices and student learners under specified

conditions. The student learners must be enrolled in a cooperative vocational training program under a recognized state or local education authority or in a substantially similar program conducted by a private school; the student learner must be employed under a written agreement for which specifications are provided. Offices where additional information may be obtained are included as a supplementary listing. (DM)

ED 027 410 VT 007 803

Eastern Iowa Community College Occupational Survey. A Study of the Needs for Post-High School Education in the Eastern Iowa Community College District.

Eastern Iowa Community Coll., Bettendorf. Citizens' Advisory Committee.

Pub Date Jan 68

Note—158p.

EDRS Price MF-\$0.75 HC-\$8.00

Descriptors—Aspiration, *Community Colleges, Educational Interest, *Educational Needs, Employer Attitudes, Employment Opportunities, Evaluation, *Occupational Surveys, Parent Attitudes, Post Secondary Education, Student Attitudes, *Technical Education, Vocational Education

Identifiers—*Eastern Iowa Community College District

An in-depth study of a five-county area included in the Eastern Iowa Community College district yielded the following findings: (1) Nearly one-third of all youth without plans for college were in a general curriculum (2) Youth plans for college were found to be related to family economic status, stability of home life, level of parents' education, and parents' attitude toward youth continuing in school, (3) Of respondents having no further education beyond high school, 22 percent of the men had taken no vocational education to prepare for a job, (4) Employers almost never employ high school dropouts, (5) Financial reasons and inability to make good enough grades were reasons of most importance given by over half of all seniors who did not plan college attendance, (6) 56 percent felt they received some but not very much help, or little help in making educational plans or occupational choices, (7) Fields of advanced study of interest to seniors revealed needs for preprofessional or technical programs in 10 areas, (8) Parents of fifth grade children expressed interest for their children obtaining advanced education in 11 technical areas, and (9) Areas in which employers indicated the greatest need for job upgrading training were supervisory training, blueprint reading, business, mathematics and mechanics. (DM)

ED 027 411 VT 007 826

Innovations and Special Programs in Vocational Education.

National Association of State Directors of Vocational Education; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Aug 68

Note—47p.; Papers presented at Leadership Development Seminar for State Directors of Vocational Education (Columbus, Aug. 6-9, 1968).

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Conference Reports, *Demonstration Projects, Educational Change, *Educational Innovation, Program Administration, Program Development, Program Improvement, Program Planning, *State Programs, State Supervisors, Vocational Directors, *Vocational Education

Identifiers—*Leadership Development Seminar State Directors

A leadership development seminar for State Directors of Vocational Education was held in Columbus, Ohio on August 6-9, 1968 to provide inservice training for stronger and more effective vocational programs in each state. Each State Director was asked to contribute a one-page report of some special program activity or new innovation to share with other State Directors. This publication contains the papers contributed by 42 states and Puerto Rico. (DM)

ED 027 412 08 VT 007 837

Selland, Larry G., Ed.

Leadership Development Seminar in Vocational Technical Education. Final Report.
Maryland Univ., College Park.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-8-0345

Pub Date Jan 69

Grant—OEG-0-8-080345-3603(085)

Note—239p.

EDRS Price MF-\$1.00 HC-\$12.05

Descriptors—*Administrative Personnel, Advisory Committees, *Conference Reports, Educational Legislation, *Leadership Training, Program Evaluation, Program Planning, Seminars, Speeches, State Programs, Supervision, Technical Education, *Vocational Education

Identifiers—*Leadership Development Seminar in Vocational-Tech

A seminar to expand the leadership potential of 34 selected state and local vocational educators from 21 states was held June 2-7, 1968. Specific objectives were to develop an understanding of the critical areas of need for vocational-technical programs, an awareness of desirable program developments to meet these needs, and a knowledge of effective coordination techniques. To this end, a multi-dimensional approach of information presentation, outstanding speakers, discussion techniques and participant involvement was employed. The 17 major presentations are printed in their entirety, including "The Role of Vocational Education in the World of Work," by L. Minear, "Expectations of the Advisory Council on Vocational and Technical Education," by L. Rosenberg, "Case Study of State Leadership Development" by J. Beaumont, "State Vocational-Technical Education Research and Evaluation Programs," by A. Righthand, and "An Education system for the 70's," by D. Nielsen. Summaries of the planning group reports and an evaluation of the seminar are included. (DM)

ED 027 413 08 VT 007 841

Joint Meeting of Allied Health Professional Projects Staff and the Board of Directors and Staff, League for Innovation in the Community College (Los Angeles, Nov. 20, 1968). Interim Report.

Allied Health Professions Projects, Los Angeles, Calif.; California Univ., Los Angeles. Div. of Vocational Education.

Bureau No.—BR-8-0627

Pub Date Dec 68

Grant—OEG-0-8-080627-4672

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—Autoinstructional Aids, *Community Colleges, *Conference Reports, *Cooperative Planning, Curriculum Development, *Health Occupations Education, Media Technology, Program Descriptions, Single Concept Films, Teacher Education

Identifiers—Allied Health Professions Projects, *League For Innovation In The Community College

Thirty-five representatives participated in a joint meeting to share information about the Allied Health Professions Projects and paramedical education at League Colleges, and to plan for cooperative work. In an informal summary, B. Lamar Johnson outlined areas of possible cooperation that he believed would emerge from an examination of the minutes of the session. These included: (1) participation in a workshop conference at Delta College in Michigan on the Auto-tutorial nursing project there, (2) participation in work in multi-media instruction in the health occupations field, (3) planning related to funding and grant applications, (4) assembling of information related to curriculum development, for the use of the League and Colleges initiating programs, and (5) the development of core programs in health occupations. Appendices present information about the University of California at Los Angeles clinical instructor training program, Delta College autotutorial nursing project, Laney College experimental nursing program, Los Angeles City School Districts health occupations programs and projects, and allied health programs of El Centro College. (JK)

ED 027 414 08 VT 007 842

Godfrey, Eleanor P., and Others

Vocational Programs in the Public Schools: The Role of the Teacher. Final Report.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0140

Pub Date 6 Feb 69

Grant—OEG-2-6-000396-0664

Note—261p.

EDRS Price MF-\$1.00 HC-\$13.15

Descriptors—Administrator Attitudes, Career Choice, Comparative Analysis, *Comprehensive Programs, Counselor Attitudes, *Curriculum, Educational Environment, Employment Patterns, *Post Secondary Education, Questionnaires, *Secondary Education, Surveys, Teacher Attitudes, Teacher Background, Teacher Characteristics, Teacher Qualifications, *Teacher Role, Teachers, Vocational Education, Vocational Education Teachers, Vocational Schools

To compare the backgrounds, training, and degree of satisfaction with teaching of secondary and post-secondary academic and vocational teachers, and to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues, a stratified random sample was selected of 180 of the larger public school districts. A post-secondary institution was paired with each secondary school selected, resulting in a sample of 11,649 administrators, counselors, and teachers. Some major findings were: (1) Vocational teachers worked longer hours with fewer students than academic teachers, (2) Changes recommended by teachers were a broad, general education in the high school, a narrower focus on job-related studies in the post-secondary vocational and technical programs, and greater emphasis on mathematics and humanities in the junior college transfer programs, (3) A majority favored more intensive vocational guidance and training in junior high school and more part-time student employment, (4) most teachers recommended a single post-secondary institution embracing both academic and vocational programs, and (5) most respondents felt a combination high school program was feasible for all students if unnecessary requirements were eliminated. (DM)

ED 027 415

VT 007 854

Flegel, Frederick C.

The Low-Income Farmer in a Changing Society. Pennsylvania State Univ., University Park. Agricultural Experiment Station.

Report/No—Bull-731

Pub Date Mar 66

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Aspiration, *Farmers, *Individual Characteristics, Job Satisfaction, *Low Income, *Persistence, Social Change, *Socioeconomic Status, Theories

Identifiers—Fayette County, Pennsylvania

To identify some major differences among low-income farmers, and delineate that group representing the real core of the persistently poor, data were obtained from 189 farm operators representing a stratified random sample in Fayette County, Pennsylvania in 1957. The five main categories of individuals identified were: (1) the aged, (2) the physically handicapped, (3) the farm operator primarily oriented to non-farm opportunities, (4) the farm operator oriented to commercial agriculture, and (5) the farm operator oriented to subsistence agriculture. The characteristics of the core of low-income subsistence farmers who normally do not respond to either welfare or economic development efforts were examined in greater detail. It was found that they (1) retained traditional values while having lost many traditional subsistence skills, (2) failed to respond to greater agricultural efficiency and productivity efforts because commercial success was not highly valued, (3) placed extreme emphasis on neighborliness and friendliness as their primary goals, and (4) must respond to an attempt to change prestige orientation if their cycle of poverty is to be broken. (DM)

ED 027 416

VT 007 870

Part-Time Industrial Cooperative Education. A Manual for Administrators and Coordinators. Series B Bull. 198.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date Oct 68

Note—165p.

EDRS Price MF-\$0.75 HC-\$8.35

Descriptors—Administrator Responsibility, Admission Criteria, Advisory Committees, *Cooperative Education, Instructor Coordinators, Program Evaluation, *Program Guides, Public Relations, *Secondary Education, *State Standards, Student Placement, Teacher

Responsibility, *Trade and Industrial Education, Youth Clubs

Identifiers—Illinois

The manual is intended to assist school administrators and teacher coordinators in establishing and maintaining programs of industrial cooperative education, that is, programs of vocational education designed to provide high school youth opportunities to receive on-the-job training in an occupation which is trade and industrial in nature, of his or her choice, by cooperatively utilizing the resources of the school and community. This 1968 revised edition presents the basic philosophy, activities, methods, and operational procedures of industrial cooperative education programs. The topical areas include: (1) Establishing an Industrial Cooperative Education Program, (2) The High School Administrator's Responsibilities, (3) The Teacher-Coordinator, (4) The Teacher-Coordinator Begins His Work, (5) Selection and Placement of Student Learners, (6) Related Instruction, Coordination, Reports and Records, (7) Advisory Committees: Their Organization and Function, (8) Program Evaluation in Industrial Cooperative Education, and (9) Aids for the Teacher-Coordinator. (CH)

ED 027 417

VT 007 871

Criteria for Technician Education. A Suggested Guide.

Office of Education (DHEW), Washington, D.C.

Pub Date 68

Contract—OE-80056

Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (F55.280:80056, \$4.5).

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Administrative Organization, Admission Criteria, Curriculum, Educational Facilities, Guidelines, Instructional Staff, *Program Administration, Program Content, *Program Design, *Program Development, Program Evaluation, *Program Guides, Student Personnel Services, *Technical Education

This publication discusses criteria for post-secondary education of technicians as illustrated by the accumulated experience of successful programs which have had their graduates sought after by employers. Chapter headings are (1) Technicians: Who They Are and What They Do, (2) Administration of Programs to Educate Technicians, (3) Physical Facilities, (4) Faculty, (5) Student Selection and Services, and (6) The Curriculum. The objective of such programs is to provide a broadly based competency in a field of applied sciences of sufficient depth that the graduate may be employed in one of a cluster of related work opportunities. They have no predetermined implications for transferability to a baccalaureate or professional programs, but do not preclude a student's continuation toward such an objective. Courses in a technician's curriculum are usually grouped as basic science, mathematics, technical, communication, and social studies courses. Illustrative 2-year curriculums are given for electronics, metallurgy, ornamental horticulture, dental hygiene and nursing. A bibliography and list of persons who are involved in the development of the guide are included. (EM)

ED 027 418

08

VT 007 874

Popham, W. James

Performance Tests of Instructor Competence for Trade and Technical Education. Final Report. California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0004

Pub Date Jun 68

Contract—OEC-5-85-051

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—Academic Achievement, Auto Mechanics, Behavioral Objectives, Electronics, Experimental Teaching, Performance Criteria, *Performance Tests, Post Testing, Pretesting, Questionnaires, *Teacher Evaluation, Teachers, Teaching Quality, *Test Construction, *Trade and Industrial Education, *Vocational Education Teachers

Two performance tests of teaching proficiency in the field of trade and industrial education were developed during this project, one in the field of auto mechanics (carburetion) and one in the field of electronics (power supplies). An assessment was made of each test's ability to distinguish

between experienced teachers and the non-teacher with respect to their ability to achieve pre-specified instructional objectives. All subjects, teachers and non-teachers, were given sets of operationally defined objectives. They attempted to achieve goals during an instructional period of approximately 10 hours. Pre- and post-tests based explicitly on the objectives were given to each subject's pupils, and average class achievement was used as the index of the teacher's proficiency. Twenty-eight auto mechanics teachers and 28 non-teachers instructed over 1,200 pupils while 16 electronics and 16 non-teachers instructed over 700 pupils. Comparisons of pupil performance data revealed no systematic differences between the performance of the teacher and non-teacher group of either auto mechanics or electronics. These results were attributable to problems associated with the training of teachers as well as the reinforcement structures operating when they commenced training. (EM)

ED 027 419

VT 007 875

Tuttle, Francis

Summer Institute to Train Data Processing Teachers for the New Oklahoma State-Wide Computer Science System, Phase II. Final Report.

Oklahoma State Board for Vocational Education, Stillwater. Div. of Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0822

Pub Date 29 Jan 69

Grant—OEG-1-7-070822-3486

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Computer Programs, *Computer Science Education, Curriculum, *Data Processing, Participant Satisfaction, Program Descriptions, Questionnaires, *Summer Institutes, Systems Analysis, *Teacher Education, Teacher Workshops, *Technical Education

Identifiers—Oklahoma State-Wide Data Processing System

Twenty-three instructors participated in an 8-week summer institute to develop their technical competency to teach the second year of a 2-year Technical Education Computer Science Program. Instructional material covered the following areas: (1) compiler languages and systems design, (2) cost studies, (3) business organization, (4) advanced programming, and (5) operating systems. In evaluating the results of the institute, the Programmer's Aptitude Test by the Psychological Corporation, New York, New York, was given at the beginning to establish each participant's aptitude in areas of numeric, verbal, and abstract reasoning relevant to programming. In addition, pretest and post-test scores were determined in the following areas: (1) business organization, (2) cost accounting, (3) systems, (4) COBOL, and (5) FORTRAN. Class schedules, textbooks, and a teacher-participant evaluation are included. Success of the institute led to the following conclusions: (1) Competent data processing and computer programming instructors, including teachers from other disciplines, can be trained in two summer institutes, and (2) their success can be predicted from aptitude tests. Periodic follow-up instruction to teachers is recommended. Phase I of this study is described in ED 016 066. (MU)

ED 027 420 08 VT 007 876

Gorman, Carl, Jr.

A Guide for Planning Facilities for Occupational Preparation Programs in Metallurgy Technology. Interim Report. Research 28.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0158

Pub Date Mar 68

Grant—OEG-3-7-000158-2037

Note—111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—Annotated Bibliographies, *Data Collection, Educational Equipment, *Educational Facilities, Educational Objectives, Educational Planning, *Educational Specifications, *Facility Guidelines, Facility Requirements, Information Needs, Questionnaires, Rating Scales, School Planning, Space Classification, Technical Education, Trade and Industrial Education

Identifiers—*Metallurgy Technology

ED 027
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The major purpose of this guide is to elicit the information necessary for writing educational specifications for facilities to house technical education programs in metallurgy. It is organized in these parts: (1) Part I discusses the major purpose, underlying assumptions, recent instructional trends, and guiding principles utilized in the preparation of the guide, (2) Part II provides data collection instruments for basic program features, educational objectives, and the training program, (3) Part III provides data collection instruments for quantitative and qualitative facility needs, and (4) Part IV includes an annotated bibliography of 21 items published between 1959 and 1968. A total of 17 data collection instruments and instructions for their use are included. (EM)

ED 027 421 VT 007 909
New Careers: The Community/Home Health Aide Trainer's Manual.

University Research Corp., Washington, D.C. Information Clearinghouse on New Careers.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Bureau of Work-Training Programs.

Pub Date Oct 68

Note—192p.

EDRS Price MF-\$0.75 HC-\$9.70

Descriptors—Administrator Guides, *Community Health Services, Course Content, Educational Objectives, Learning Activities, Program Development, *Program Guides, *Subprofessionals, *Teaching Guides

Identifiers—Community Home Health Aide, *New Careers Programs

The manual is designed to be used in training socially disadvantaged persons who have had no previous job experience in the health fields and who may have only a fifth grade reading ability to function as (1) community health aides who present information received from a qualified source in laymen's language and in general assume the "expediter" role as a link between the client and the community's professional health resources, and (2) home health aides who function mainly to provide personal care in the home. The first three chapters introduce the trainer to the program and provide suggestions for presenting and implementing the training program. The fourth chapter outlines a basic curriculum for all health service trainees. The fifth and sixth outline the specialty skill curriculums for home health aides and community health aides respectively. It is expected that the contents will be refined and expanded to meet local needs. (JK)

ED 027 422 VT 007 910

White, Richardson, Jr. Stein, John H.
New Careers: The Patrolman Aide. Trainer's Manual.

University Research Corp., Washington, D.C. Information Clearinghouse on New Careers.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Bureau of Work-Training Programs.

Pub Date Sep 68

Note—270p.

EDRS Price MF-\$1.25 HC-\$13.60

Descriptors—Course Content, Educational Objectives, *Law Enforcement, Learning Activities, *Police, Program Development, *Program Guides, *Subprofessionals, *Teaching Guides

Identifiers—*New Careers Programs, Patrolman Aide

Designed to assist in developing a training program to equip unemployed and underemployed persons with the skills needed for helping patrolmen to provide community service, the manual discusses several aspects of implementing the training program in the first four chapters: "New Careers and Law Enforcement," "Relevance of New Careers to Law Enforcement," "Problems in Implementation," and "Guidelines for Patrolman Aide Training." The fifth chapter, "Basic Elements and Issues in the Administration of Justice" presents an introductory curriculum which consists of a common body of knowledge for law enforcement personnel, while the sixth chapter "Specialty Skills Curriculum" presents a second curriculum dealing with the practical skills required of the trainee for performance of specific duties of the patrolman aide. A manual for trainee's aide (VT 007 932) is a related document. (JK)

ED 027 423 VT 007 917

Dreier, Violet
The Process and Product of Machine Shorthand Programs in New York State Schools.

Colorado State Coll., Greeley. Counseling and Testing Center.

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Business Education, *Comparative Analysis, *Curriculum Evaluation, Curriculum Research, Educational Background, Employment Experience, Employment Opportunities, Graduate Surveys, Questionnaires, School Surveys, *Stenography, Success Factors

It was the purpose of this study to assess the extent of growth of machine shorthand programs, evaluate current practices related to its instruction, and determine whether its results warranted encouragement by the State Education Department. The machine system was compared to the manual system in the areas of: (1) scope and sequence of curriculums, (2) cost to the school district, (3) educational backgrounds of graduates, (4) types of businesses or industries which employ machine stenographers, (5) employment opportunities, (6) salaries and vocational use of shorthand skills, and (7) potential promotional opportunities and achieved promotional advancement. The study included 699 machine graduates and 750 manual graduates from two 2-year colleges and 14 secondary schools. Results indicated: (1) although the manual shorthand writers were slightly more successful, it was not due to major differences in curriculum offerings or educational background of the machine and manual writers, and (2) a blanket recommendation concerning the introduction of machine shorthand programs could not be made since the introduction of such programs should be considered on an individual school system basis, after close consideration of the group and the employment needs of the area. (MM)

ED 027 424 08 VT 007 923

Hensel, James W. Bice, Garry R.
Annual National Vocational-Technical Teacher Education Seminar. Po2# Proceedings (2nd, Chicago, Oct. 21-24, 1968). Leadership 17.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0158

Pub Date Jan 69

Grant—OEG-3-7-000158-2037

Note—170p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$3.00).

EDRS Price MF-\$0.75 HC-\$8.60

Descriptors—Advisory Committees, Bibliographies, *Conference Reports, *Differentiated Staffs, *Disadvantaged Youth, Educational Planning, Staff Utilization, *Teacher Education, Technical Education, *Vocational Education

Identifiers—*National Vocational Technical Teacher

This seminar was held to focus the attention of personnel in vocational education leadership positions on two major problems critical to further development and improvement of teacher education, with 215 participants from 43 states and the District of Columbia registering. Problem areas of teacher education for differentiated staffing and for teaching the disadvantaged were the topics for intensive study. Position papers were developed for presentations by two task forces in the problem areas. Major presentations were: (1) Educational Personnel Development Agency and Vocational Education, by D. Davies, (2) Vocational Teacher Education: Concerns, Concepts, and Commitments, by R.E. Taylor, (3) A Challenge for Action, by R. Evans, (4) Differentiated Staffing for Vocational-Technical Education, by D. Allen and P. Wagschal, and (5) Vocational-Technical Education for the Disadvantaged, by E.W. Gordon. Reactions of task force members to the presentations and summaries of the work of committees are included. Some supplementary items are: (1) a partial bibliography for teacher education of teachers for the disadvantaged, (2) guidelines and plans for the seminar, (3) the seminar program, (4) an evening film program, (5) summary of evaluations by participants, (6) a listing of the seminar staff, and (7) a list of seminar participants. (DM)

ED 027 425 VT 007 931

Research on Apprenticeship. An Annotated and Classified Listing of Studies, 1930-1962. Educational Research Series, No. 11.

Michigan State Univ., East Lansing. Educational Publication Services.

Spons Agency—Michigan State Board of Control for Vocational Education, Lansing.

Pub Date Feb 68

Note—48p.

Available from—Bulletin Office, Michigan State University, Box 231, East Lansing, Michigan 48823 (\$1.25).

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Admission Criteria, *Annotated Bibliographies, *Apprenticeships, Curriculum, Development, Occupational Guidance, Occupations, *Research, Status, Vocational Followup

Ninety-three research documents are annotated under these classifications: (1) History and Development, (2) Status Studies, (3) Manpower, (4) Curriculum (5) Selection Practices, (6) Guidance, (7) Follow-Up Studies, and (8) Miscellaneous. Each annotation gives the purpose and conclusions from the research studies. Four doctoral theses which are in progress are also listed. (EM)

ED 027 426 VT 007 932

White, Richardson Stein, John H.
New Careers: The Patrolman Aide. Trainee's Manual.

University Research Corp., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Bureau of Work-Training Programs.

Note—147p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—*Law Enforcement, *Police, *Study Guides, *Subprofessionals, Workbooks

Identifiers—*New Careers Programs, Patrolman Aide

Intended for trainee use during the program and a future reference tool, the manual is in workbook format with a curriculum corresponding to the trainer's manual (VT 007 910), a related document. The first section, "Generic Issues in the Administration of Justice," deals with an introduction to the administration of justice, and to the civil, administrative, juvenile, and criminal justice systems. The second section, "Specialty Skills Training," covers departmental organization and operation, preventive patrol techniques, investigative techniques, traffic direction and control, arrests and searches, delinquency prevention and control, the police and the public, and testifying in court. (JK)

ED 027 427 VT 007 950

Malone, Mary F.
Educational Horizons for Nursing in Massachusetts. A Report on Nursing Education in the Commonwealth of Massachusetts with Recommendations for the Future. Vol. 3.

Massachusetts Higher Education Facilities Commission, Boston; Massachusetts State Board of Higher Education, Boston.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Coll. Facilities.

Pub Date 68

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—Community Colleges, *Health Occupations Education, Health Personnel, *Nursing, Post Secondary Education, *Practical Nursing, *Program Evaluation, Questionnaires, State Colleges, *State Surveys, Student Enrollment, Teacher Nurses

Identifiers—*Massachusetts

Recognizing the shortage of prepared nursing personnel in both service and educational institutions, the Advisory Committee on Nursing Education made a questionnaire survey of all state approved schools of nursing in Massachusetts to aid in planning for nursing education within the state's public educational institutions. Returns from all six baccalaureate programs, from seven of the eight degree programs, from 37 of the 43 diploma programs, and from 28 of the 38 practical nursing programs are analyzed and the following recommendations are made to: (1) develop a system of nursing education, (2) expand the graduate preparation in nursing, (3) add more baccalaureate programs, (4) assist "R.N. Students" in baccalaureate programs, (5) increase nursing faculties, (6) delay new programs at less than baccalaureate level, (7) improve recruitment, applications and admission procedures, (8) use a community plan for nursing education, and (9) develop new policies and procedures between the community and state colleges. Questionnaires used and the number and locations of approved

128 Document Resumes

schools of nursing in the state are included. (MM)

ED 027 428 08 VT 007 952

Peck, Charles E. Denman, F.L.
Survey to Determine Appropriate Occupational Programs in the Field of Distribution and Marketing at Various Levels of Education. Final Report. Vol. I: Relative Importance and Preparation for Distributive Education Subject Area.

Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-1327

Pub Date Jan 68

Grant—OEG-4-6-051327-1724

Note—403p.

EDRS Price MF-\$1.50 HC-\$26.25

Descriptors—Curriculum Planning, Curriculum Research, *Distributive Education, Distributive Education Teachers, *Educational Needs, Employer Attitudes, *Employment Qualifications, Individual Characteristics, Interviews, *Job Skills, Marketing, Post Secondary Education, Program Length, Questionnaires, *Sales Occupations, Secondary Education, Surveys, Teacher Attitudes

Two surveys were made to find out (1) What personal characteristics, knowledge, and skills are needed for competency in distribution-type jobs, (2) How much classroom time these topics need, and (3) Where they should be taught. One survey consisted of personal interviews with businessmen to determine the knowledge, skills, and personal characteristics which are important to distribution employees in their jobs. It covered a stratified random sample of 250 marketing firms in the State of Washington. The second survey was a complete census of 96 teacher-coordinators in high school, community college, and vocational-technical distributive education programs in the State of Washington. The coordinators made judgements regarding the number of classroom hours needed to teach the subject matter investigated in the business survey and where it should be taught. The study revealed seven areas of greatest importance: (1) job knowledge, (2) human relations, (3) personal characteristics, (4) communications, (5) mathematics, (6) salesmanship, and (7) business management. Recommendations included the following suggestions for distributive education curriculums: cooperative programs and instruction in human relations, communications, mathematics, salesmanship, management, and personal development. Volume II is available as VT 007 953. (MU)

ED 027 429 08 VT 007 953

Peck, Charles E. Denman, F.L.
Survey to Determine Appropriate Occupational Programs in the Field of Distribution and Marketing at Various Levels of Education. Final Report. Vol. II: Places to Teach, Time Requirements, and Teacher Preparation.

Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-1327

Pub Date Jan 69

Grant—OEG-4-6-03127-1724

Note—181p.

EDRS Price MF-\$0.75 HC-\$9.15

Descriptors—Curriculum Planning, Curriculum Research, *Distributive Education, Distributive Education Teachers, *Educational Needs, Employment Qualifications, Individual Characteristics, *Job Skills, Marketing, Post Secondary Education, *Program Length, Questionnaires, *Sales Occupations, Secondary Education, Surveys, Teacher Attitudes, Teacher Education

Volume II of this study reports two nationwide surveys of distributive education teacher-coordinators: (1) survey of time and place for teaching distributive education topics and (2) survey of added training needed by the teacher-coordinator. From the population of both the high schools and the community colleges, a systematic random sample of names was selected from a list of all high school coordinators; 430 for one survey and 451 for the other. From the community colleges, the total of 364 names was randomly divided with one half receiving one questionnaire and the other half receiving the other. Two principal conclusions were drawn from this study: (1) In the time available to most distributive education programs, both high school and community

college distributive education graduates can be adequately prepared, and (2) neither high school nor community college teacher-coordinators feel any great need for additional training in subjects or personal characteristics which they believe belong in the distributive education classroom. From these, it is recommended that (1) curriculum involve teachers from other disciplines, (2) curriculums be reviewed in each state, and (3) formal arrangement with employers be made to supervise personal development on the job. Volume I is available as VT 007 952. (MU)

ED 027 430 08 VT 007 966

Webb, Earl S.
Opportunities and Requirements for Entry into the Agricultural Machinery Mechanics Trade. Final Report.

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Spons Agency—Texas Agricultural Experiment Station, College Station; Texas Education Agency, Austin.

Pub Date Jan 69

Note—124p.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—*Agricultural Machinery Occupations, *Educational Needs, Employment Opportunities, Employment Qualifications, Entry Workers, *Farm Mechanics (Occupation), Interpersonal Relationship, Job Skills, *Occupational Information, *Vocational Agriculture Identifiers—Texas

Data about the farm machinery mechanics trade were obtained from 51 managers of farm machinery dealerships in Texas to determine the content that should be included in courses of study designed to train persons to enter the occupation, and to obtain information about the occupation that would be useful to persons considering the trade as an occupational goal. All data were collected by teachers of vocational agriculture utilizing the personal interview technique. Some major conclusions were: (1) concerted efforts be made to encourage young men to select a career in the mechanics trade, (2) persons selected to be trained as mechanics demonstrate the aptitude to become competent, (3) efforts be made jointly by educators, industry and other groups to expand mechanics training programs, (4) programs for training mechanics be staffed with persons who have trade competence, and (5) courses of study include experience designed to develop the personal attributes needed by competent mechanics. (DM)

ED 027 431 08 VT 007 970

Black, Fred P., Jr.
Attitude Changes of Vocational Educators After Attending a Three-Week Workshop in Vocational-Technical Education Research.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne; Wyoming State Dept. of Education, Cheyenne.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Administrative Personnel, *Changing Attitudes, *Educational Research, Opinions, Post Testing, Pretesting, Research Needs, Teacher Attitudes, Teacher Workshops, Vocational Education, *Vocational Education Teachers

Identifiers—Wyoming

To evaluate changes of attitude by vocational educators during a summer workshop in educational research, statistical data was obtained from a sample of four school administrators and 12 vocational education teachers who attended the workshop. Chi-square analysis and a Z test were utilized in evaluating attitude changes based on a pre- and a post-test. Some findings were: (1) A chi-square analysis revealed little significant differences between the pre-test mean score and the post-test mean score, and (3) vocational educators had a favorable outlook on the role of research in their field following the workshop. (DM)

ED 027 432 08 VT 007 982

Albracht, James And Others
Using Existing Vocational Programs for Providing Exploratory Experiences.

West Georgia Coll., Carrollton.

Pub Date Aug 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Career Planning, *Cocurricular Activities, High Schools, Junior High Schools, Occupational Guidance, Orientation, *Prevocational Education, Program Guides, *Vocational Education

This program of exploring occupations seeks to use existing vocational programs to help the upper junior high and high school student: (1) understand himself in relation to various occupational roles, (2) plan for achieving his occupational goal, (3) show an awareness of himself as a productive citizen, and (4) learn of the available community opportunities related to existing vocational programs. Existing programs which might be used are shop or laboratory-type classes or cooperative part-time programs. Four phases of activities which may be used for these exploratory experiences are orientation, exploration, applied experiences, and evaluation and follow-up. Examples detailed for these general activities include the following: (1) filmstrips and discussions, (2) observation of shop and laboratory, of on-the-job observation, and field trips, (3) progress reports, participation in voluntary service organizations, and interviews, and (4) post tests, membership in organizations, and participation in work experience programs. (MU)

ED 027 433 08 VT 007 988

Campbell, David P. Harmon, Lenore W.
Vocational Interests of Non-Professional Women. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-1820

Pub Date Dec 68

Grant—OEG-3-6-061820-0755

Note—267p.

EDRS Price MF-\$1.00 HC-\$13.45

Descriptors—*Interest Scales, Measurement Instruments, *Nonprofessional Personnel, Occupational Surveys, *Occupations, Questionnaires, *Vocational Interests, *Working Women

Identifiers—Strong Vocational Interest Blank For Women

This study has provided interest inventory scales for use in vocational counseling of non-college women. Two questions were investigated: (1) Do women who enter different occupations at this level have different patterns of interest, and (2) What are these patterns of interest? The Strong Vocational Interest Blank (SVIB) women's form, and a two-page questionnaire were the instruments used on samples selected from 17 occupational groups by criteria aims to provide successful, satisfied women from each occupation. The samples were usually drawn from rosters furnished by the relevant national organizations. The responses of each occupation to the SVIB were used to construct empirical scales. For each occupation, the scale contained the items that those women endorsed substantially more often than women in general. All of these scales successfully separated the groups from women in general and from each other. Thus, the main conclusion was that vocational interest inventory scales for these occupations should be useful in advising women looking for occupational possibilities. Copies of all the instruments used are included. (MU)

ED 027 434 08 VT 007 993

Colling, Walter E. Farnsworth, Wilbur M.
A Guide for Planning Facilities for Occupational Preparation Programs in Laboratory Animal Science Technology. Interim Report. Research 27.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0158

Pub Date Jan 69

Grant—OEG-3-7-000158-2037

Note—124p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—Agricultural Education, *Animal Science, Annotated Bibliographies, *Data Collection, Educational Equipment, *Educational Facilities, Educational Objectives, Educational Planning, *Educational Specifications, *Facility Guidelines, Facility Requirements, Laborato-

ries, Questionnaires, Rating Scales, School Planning, Space Classification, Technical Education, Veterinary Medicine

The major purpose of this guide is to elicit the necessary information for the writing of educational specifications for facilities to house career programs in laboratory animal science technology. The guide is also designed to: (1) assist planners in formation of creative solutions to the housing of desired educational programs, (2) prevent important considerations from being overlooked in the facility planning process, and (3) encourage logical and systematic facility planning. The document is organized into four major parts: (1) Introduction, a discussion of purpose, organization, assumptions, instructional trends, and guiding principles, (2) The Instructional Program, relating basic program features, educational objectives, program content, planning areas, and occupational preparation programs offered, (3) Distinct Types of Instructional Areas to be Provided, in which the actual space needed to house the vocational programs are described in detail, and (4) Annotated Bibliography, a list of reference sources. (DM)

ED 027 435 08 VT 008 015
Bottoms, James E. Otte, Frederick L.

Developing a Program of Student Personnel Services for Area Vocational-Technical Schools. Final Report. Volumes I and II.

Georgia State Dept. of Education, Atlanta. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0160

Pub Date Dec 68

Grant—OEG-6-85-059

Note—606p.

EDRS Price MF-\$2.25 HC-\$30.40

Descriptors—Admission Criteria, *Area Vocational Schools, Educational Counseling, Guidance Functions, Instructional Materials, *Post Secondary Education, *Program Development, Program Evaluation, Student Evaluation, *Student Personnel Services, Student Placement, Student Records, Technical Education, Vocational Counseling, Vocational Development, *Vocational Education
Identifiers—*Georgia

This report presents the results of a developmental project which was conducted during 1966 and 1967 to plan and implement a program of student personnel services in Georgia's 25 post-secondary vocational-technical schools. In this report, student personnel services were defined as those services which aid the student to: (1) perceive realistically his own potentialities, values, and interests, (2) understand those educational and occupational opportunities available to him after program completion, (3) organize his information to a plan of action, and (4) implement the decisions made. Within the context of this study, student personnel services were divided into seven major areas: Preadmissions, Admissions, Records, Counseling, Information, Job Placement, and Evaluation. A follow-up program was designed to provide data which will: (1) assist student personnel specialists to determine which services need strengthening, (2) help administrators to determine instructional and curricular needs in the total school program, and (3) provide occupational information to potential area school students. (CH)

ED 027 436 08 VT 008 054

Annual Descriptive Report, 1967-68.

Puerto Rico State Dept. of Education, Hato Rey.

Area for Vocational and Technical Education.

Pub Date Jun 68

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—*Annual Reports, Occupational Guidance, Post Secondary Education, *Program Descriptions, Secondary Education, Student Enrollment, *Technical Education, *Vocational Education, Youth Clubs
Identifiers—*Puerto Rico

Level of person served, occupational field involved, and community within the Commonwealth of Puerto Rico, serve to organize the accomplishments for the year. Expansions and improvements are described for high school and post-secondary students, for employed persons, and those with special needs by each of the following vocational areas: (1) trade and industry, (2) health occupations, (3) office occupations, (4) distribution and marketing, (5) vocational

agriculture, and (6) home economics. Activities in strengthening the programs are presented as data concerning the effort of teacher training, vocational guidance, curriculum development, research, and evaluation of programs. The physical facilities for the programs, the work-study programs, legislation, strengths, and unmet needs of the Commonwealth programs are presented from the overall Commonwealth point of view. Additional significant information covers the special programs of Industrial Arts, Manpower Development and Training, and Hotel School, as well as an accounting of recent promotional efforts, and a listing of publications by vocational area. (MU)

ED 027 437 08 VT 008 099

Abstracts of Research and Related Materials in Vocational and Technical Education, Winter 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—211p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.75).

EDRS Price MF-\$1.00 HC-\$10.65

Descriptors—*Annotated Bibliographies, Clearinghouses, *Educational Research, Indexes (Locators), Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 008 157). (HC)

ED 027 438 08 VT 008 100

Tuckman, Bruce

A Study of Curriculums for Occupational Preparation and Education. (Scope Program: Phase I). Progress Reports I and II.

Rutgers, The State Univ., New Brunswick, N.J. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0334

Pub Date 69

Grant—OEG-0-8-080334-3736(085)

Note—108p.

EDRS Price MF-\$0.50 HC-\$5.50

Descriptors—*Behavioral Objectives, Curriculum Development, Curriculum Evaluation, *Curriculum Research, *Curriculum Study Centers, Program Descriptions, Program Development, Secondary Schools, *Taxonomy, Technology, Vocational Development, *Vocational Education, Youth Employment
Identifiers—Study Of Curriculum For Occupational Preparation

The major objective of the Study of Curriculums for Occupational Preparation and Education (SCOPE) is to coordinate and contribute to national curriculum development effort at the secondary school level aimed at increasing the relevance of high school education for the large majority of our youth who must seek employment or further job training upon graduation. The first

phase of the SCOPE program is Coordination of Occupational and Non-occupational Curriculums and Technology (CONECT). The objectives of this first phase are: (1) to establish communication among the state-supported vocational curriculum development centers, (2) to assist center directors in becoming aware of behavioral approaches to curriculum development, devices, and evaluation, (3) to refine and test a scheme for classifying educational objectives in terms of performance requirements and objectives, and (4) to develop a detailed plan of activity for Phase II of the SCOPE program. These two progress reports outline major accomplishments and developments during the first two quarters of SCOPE's first year of existence. (CH)

ED 027 439 08 VT 008 101

Papers Presented at the National Conference on Curriculum Development in Vocational and Technical Education. (Dallas, March 5-7, 1969).

California Univ., Los Angeles. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—Behavioral Objectives, *Conference Reports, *Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Curriculum Problems, Instructional Materials, Speeches, Standards, Technical Education, Vocabulary, *Vocational Education
Identifiers—*National Conference On Curriculum Development

Papers included are: (1) "Intent and Purposes of Part I of the Vocational Education Amendments of 1968" by M.L. Barlow, (2) "The Future of Vocational Curriculum Development" by G.B. Leighbody, (3) "Evaluation of Curriculum Materials and Their Use" by W.J. Popham, (4) "Current Trends in Curriculum Theory and Development" by L.L. Tyler, (5) "Training of Personnel in Curriculum Development" by A.D. Hill, (6) "The Development of Standards for Curriculum Materials" by B.R. Shoemaker, (7) "One of the Humanities" by B.R. Shoemaker, and (8) Definitions of Terms Used in Vocational and Technical Education. A list of the 213 pre-registered conferees is included with the document. (DM)

ED 027 440 08 VT 008 102

Tuckman, Bruce W.

Structural Analysis as an Aid to Curriculum Development. Incidental Report No. 1.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Bureau No—BR-8-0334

Pub Date Jul 68

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Behavioral Objectives, *Curriculum Development, Guidelines, Instructional Materials, *Organization, Skills, Structural Analysis, Student Development, *Systems Approach

Structural analysis is a systematic approach to curriculum development representing an attempt to organize terminal performance objectives for a unit of subject matter into a sequence of prerequisite competencies which must be satisfactorily mastered if successful terminal performance is to occur. The technique involves asking the question: "What competencies must a person already possess in order to obtain a satisfactory performance level on some specified objective, given no instruction beyond those definitions specific to the objective in question?" By asking this question of all identified competencies, a hierarchy of requisite competencies is generated which parallels the learning process appropriate to the final task. In preparing instructional materials, the hierarchy provides the developer with a guide of what to cover and the sequence to follow. The following progression is forwarded for preparing instructional materials appropriate for a single specific competency: (1) goal statement, (2) definitions, (3) recall of prior knowledge, (4) integration, (5) demonstration, and (6) practice. Such an arrangement of competencies based on their contingent relationship further requires the consistent use of behavioral statements in the description of desired-end states and their prerequisite competencies. (DM)

ED 027 441 VT 008 157
Microfiche Collection of Clearinghouse Documents
 Reported in Abstracts of Research and Related
 Materials in Vocational and Technical Education.
 (ARM) Winter 1968.
 Ohio State Univ., Columbus. Center for Vocational
 and Technical Education.
 Spons Agency—Office of Education (DHEW),
 Washington, D.C.
 Pub Date 68
 Note—9,568p.
EDRS Price MF-34.25 HC Not Available from

EDRS.

Descriptors—*Annotated Bibliographies,
 Clearinghouses, *Educational Research, In-
 dexes (Locators), Information Dissemination,
 Resource Materials, *Technical Education,
 *Vocational Education

Documents announced with VT numbers only
 in the Winter 1968 issue (VT 008 099) of "Ab-
 stracts of Research and Related Materials in Vocational
 and Technical Education" (ARM), are
 included in this microfiche set. Microfiche availa-

bility for these documents is shown on the ARM
 resume as MF AVAILABLE IN VT-ERIC SET.
 The microfiche set is arranged in the following
 sequence: (1) a Vocational Technical (VT)
 number index to documents in the microfiche
 collection, (2) the author index, the vocational
 and supporting services index, and the subject
 index from ARM, and (3) the full text of documents
 listed in the VT number index. The texts
 are filmed continuously in VT number sequence.
 (BS)

Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ED 013 371

Ability

Assessing the Intellectual Ability of Indian and Metis Pupils at Ft. Simpson, N.W.T.

ED 027 123

Ability Identification

Predicting Performance in a Computer Programming Course.

ED 026 872

Abstracts

Assessment and Treatment of Deviant Behavior. Interim Report.

ED 026 684

Automatic Processing of Metallurgical Abstracts for the Purpose of Information Retrieval. Final Report.

ED 027 026

Mlabstracts, 1961-66, With an Introduction by the General Editor.

ED 026 937

Survey of the Use of Source Abstracts and Source Index Terms in a Selected Group of Engineering Journals. Final Report.

ED 027 030

Academic Achievement

Acculturation, Achievement, and Aspirations of Catholic High School Seniors

ED 027 209

Dimensions of Intellectual Productivity Among Sectarian and Non-Sectarian College Students.

ED 026 949

The Effect of Teacher Spanish Language Fluency Upon Student Achievement in a Bilingual Science Program.

ED 027 198

The Number of Years of High School Science as a Predictor of First Year College Success Compared with Other Predictors.

ED 027 202

Personality and Attitude Variables Among Achieving and Nonachieving College of the Sequoias Freshmen from Different Socioeconomic Backgrounds.

ED 027 016

The Relationship Between Responses to Science Concepts on a Semantic Differential Instrument and Achievement in Freshman Physics and Chemistry.

ED 027 192

The Self and Academic Achievement.

ED 026 681

A Study of Two Heterogeneous Educational-Level Groups in a Participation-Training Program of Adult Education: An Experiment in a Mental Hospital.

ED 026 597

The Upper Peninsula Multi-District Planning Project. Final Report.

Validation Results: Performance Tests of Teaching Proficiency in Vocational Education.

ED 027 260

Academic Aspiration

Educational Orientations of Rural Youth in Selected Low-Income Counties of Texas.

ED 027 116

The Relationship Between Poverty and Educational Deprivation. Final Report.

ED 027 369

The Relationship Between Poverty and Educational Deprivation. Final Report. Summary.

ED 027 370

Social Class, Role Models, Significant Others, and the Level of Educational Aspiration.

ED 026 671

Academic Freedom

Maintaining Institutional Identity and Autonomy in Coordinated Systems.

ED 026 943

Responsibility and Academic Freedom.

ED 026 961

"The Aims of Higher Learning and the Control of the Universities."

ED 026 946

The University and the State Government: Fears and Realities.

ED 026 944

Academic Performance

Teaching Styles and Learning.

ED 026 556

Academic Standards

Effects of the 1965 Revision of Undergraduate Standards of the American Association of Collegiate Schools of Business on Evening Colleges.

ED 026 614

Accelerated Programs

Veterans' Accelerated Urban Learning for Teaching (V.A.U.L.T.); Program Development and Projection.

ED 027 279

Accident Prevention

General Aviation Pilot Education Program.

ED 026 568

Accounting

Approaches to Program Accounting for Public Schools. Presentations and Discussions of the National Conference on Program Accounting for Public Schools (University of California, Los Angeles, July 1968).

ED 026 727

The Effectiveness of Two Different Uses of an Autoinstructional Program to Teach the Use of the Air Force Fiscal Account Structure and Codes.

ED 026 601

In-Service Training and Development Programs for Accountants in Business and Industry.

ED 026 613

Accreditation (Institutions)

Action for Quality.

ED 027 388

Effects of the 1965 Revision of Undergraduate Standards of the American Association of Collegiate Schools of Business on Evening Colleges.

ED 026 614

A Report of the Nineteenth Annual Kansas College Conference and Teacher Education and Professional Standards Conference on Teacher Education; An Examination of Standards and Evaluative Criteria for the Accreditation of Teacher Education.

ED 027 264

The Smaller Secondary School. The Bulletin of the National Association of Secondary-School Principals, Volume 50, Number 307.

ED 027 114

Teacher Education: Issues and Innovations. (21st Yearbook, Chicago, 1968).

ED 027 255

Acculturation

The Albuquerque Navajos. Anthropological Papers of the University of Arizona, Number 11.

ED 027 101

Indian Education. Annual Report, 1967-1968.

ED 027 102

Achievement

A Comparison of a Team Approach and a Conventional Approach on Achievement in High School Biology.

ED 027 203

A Description of Graduates of Two-Year Colleges.

ED 026 998

The Effect of Industrial Arts Activities on Science Achievement and Pupil Attitudes in the Upper Elementary Grades.

ED 027 187

The Effect of Teacher Methodology Upon Certain Achievements of Students in Secondary School Biology.

ED 027 200

Performance Related to Indicators of Potential of Tuskegee Institute MDTA Trainees.

ED 027 393

- Three Types of Programed Learning and the Conventional Teaching of the Nuclear Chemistry Portion of the High School Chemistry Course. ED 027 193
- Achievement Need**
Expectations of Need Satisfaction and Drinking Patterns of College Students. ED 026 669
Social Class, Role Models, Significant Others, and the Level of Educational Aspiration. ED 026 671
- Achievement Rating**
Report of a Study to Determine the Feasibility of Establishing a Central Foreign Credential Evaluation Service Under Non-Governmental Auspices. ED 026 974
- Achievement Tests**
Pilot Project on Computer Generated Test Items. ED 026 856
- Acoustical Environment**
Planning Requirements for Small School Facilities. ED 027 135
- Acoustics**
Acoustic Absorption Characteristics of People. ED 026 842
- Action Programs (Community)**
Improving Opportunities in Rural Communities. ED 027 117
- Action Research**
Helping Teachers Improve Classroom Group Processes. ED 027 248
- Activism**
To Live With Complexity: A Problem for Students--And for the Rest of Us. ED 026 938
Pressures on the Urban University Today. ED 026 965
Student Power and the New Left: The Role of SDS. ED 026 953
A Study of Student Activism. ED 026 964
- Activities**
Curriculum Guide for Children's Activities, Parent Preschool Program. ED 027 078
- Adjustment (to Environment)**
The Influence of a Special School on Cognitive Style and Attitudes of Gifted Students. ED 026 750
- Adjustment Problems**
Family Ties, Migration, and Transitional Adjustment of Young Men from Eastern Kentucky. ED 027 130
- Administration**
Formulation of Management Science Models for Selected Problems of College Administration. Final Report. ED 027 228
The Multi-County Regional Educational Service Agency in Iowa. Part I, Section 3 (Chapters XIII-XIX), Organizational and Operational Guidelines for a Model Multi-County, Regional Educational Service Agency. Final Report. ED 026 702
A Program of Education for Exceptional Children in Oklahoma. ED 026 783
Psychology and Education of the Gifted: Selected Readings. ED 026 762
Research Summary on Gifted Child Education. ED 026 753
Supervisors and Supervision of Teachers of the Deaf. ED 026 776
- Administrative Organization**
Pupil Personnel Services in Schools--Organization and Coordination. Organization, Administration, and Leadership. ED 026 697
- Administrative Personnel**
Attitude Changes of Vocational Educators After Attending a Three-Week Workshop in Vocational-Technical Education Research. ED 027 431
The Future Role of the Highest Ranking Woman Student Personnel Administrator in the College or University and a Suggested Training Program. ED 026 598
Leadership Development Seminar in Vocational Technical Education. Final Report. ED 027 412
Relationship of the Departmental Chairman to the Academic Dean. ED 026 963
Small Businessmen's Perceptions of University Extension. ED 026 564
A Study of the Continuing Education Needs and Interests of Managers and Professional People in South-Central Oregon. ED 026 590
- Administrative Policy**
The School Custodian and Operation of the School Plant. ED 026 827
A Survey of Selected Student Union and Conference Facilities. ED 026 837
- Administrative Problems**
Formulation of Management Science Models for Selected Problems of College Administration. Final Report. ED 027 228
- Administrator Attitudes**
Change in Flexibility and Supervisory Attitudes of Educational Administrators. ED 026 719
A Comparison of ESEA Title II Perceptions and Preferences between Selected States' and Usese ESEA Title III Staff Members. ED 026 682
A Study Defining Eight Objectives of Business Programs in Public Community Colleges and Determining the Importance of These Objectives. ED 027 385
A Survey of Attitudes of Elementary Educators Concerning Elementary Counseling. ED 026 654
- Administrator Guides**
The ABC's of Teacher Corps Recruiting. ED 027 257
- Administrator Qualifications**
Administrator Competences and Organizational Effectiveness. ED 026 742
- Administrator Responsibility**
Administrator Competences and Organizational Effectiveness. ED 026 742
Pupil Personnel Services in Schools--Organization and Coordination. Organization, Administration, and Leadership. ED 026 697
Report of Academic Administrative Internship Program (September 1966 - March 1967). ED 026 948
- Administrator Role**
Pupil Personnel Services in Schools--Organization and Coordination. Organization, Administration, and Leadership. ED 026 697
Utilizing Community Resources to Implement School Desegregation. A Guidebook. ED 026 740
- Administrator Selection**
A Rational Plan of Hierarchy and Authority for the Collegiate System: A Proposal to the Academic Senate. ED 027 002
- Admission Criteria**
Applications of the Science of Measurement to Higher Education. ED 026 971
AWR: Admission With Reservations. ED 026 960
- Adult Basic Education**
Basic Remedial Education; Handbook for MDT Instructors. ED 026 562
An Experimental Study Designed to Test the Relative Effectiveness of a Multi-Media Instructional System. ED 026 611
Rapides Education for Adult Development; Guidebook and Manual for Teachers of Adult Education in Rapides Parish. ED 026 578
- Adult Characteristics**
A Progress Report on the Development of a Test of Curiosity. ED 026 610
- Adult Education**
Adult Education in Sweden. ED 026 574
America in Space, the First Decade - Space Physics and Astronomy, Man in Space, Exploring the Moon and Planets, Putting Satellites to Work, NASA Spacecraft, Spacecraft Tracking, Linking Man and Spacecraft. ED 027 223
Annual Report of Continuing Education at the Ohio State University, July 1, 1967-June 30, 1968. ED 026 591
[Annual Report of the Canadian Association for Adult Education, 1967-68]. ED 026 570
Apprentice in Gray: Adult Education in the Confederacy. ED 026 600
Bibliography of Research in Adult Education and University Extension, Conducted at the University of Wisconsin, September 1966-June 1968. ED 026 555
Continuation Education. ED 026 676
Continuing Education--NSUKKA: A Program of University Extension Aimed at Serving the Practical and Intellectual Needs of a Developing Nation. ED 026 577
Health and Safety Education in University Extension Division Programs. ED 027 190
L'Education des Adultes et les Problemes de Main-D'Oeuvre (Adult Education and the Problems of Manpower) ED 026 585
Proceedings of the National Symposium on Music in Adult and Extension Education (2nd, The University of Wisconsin, Madison, May 17-18, 1965). ED 026 554
Teaching Dialogues: English as a New Language Program for Adults. Teacher's Guide. ED 026 559
Teaching Dialogues: English as a New Language Program for Adults. Student Materials. ED 026 560
Teaching English as a New Language to Adults. ED 026 561
- Adult Education Programs**
History of the Army General Educational Development Program; Origin, Significance, and Implications. ED 026 607
Programs and Program Planning. ED 026 549
- Adult Educators**
A Staff Development Program for the Extension Department, the University of British Columbia. Occasional Papers in Continuing Education, No.2. ED 026 571
- Adult Leaders**
Volunteer Study Groups; Characteristics and Educational Functions; Home Demonstration Units in Onondaga County. Extension Study No. 18. ED 026 558
- Adult Learning**
Psychological Research in Adult Learning. ED 026 576
Teaching Styles and Learning. ED 026 554

Adult Reading Programs

1968 Review of Research on College-Adult Reading
ED 027 171

Adults

CSLEA In Retrospect; A Final Report From the Center for the Study of Liberal Education for Adults.
ED 026 592

Adult Students

Evaluating Adults for Further Study.
ED 026 612

Adult Vocational Education

Performance Related to Indicators of Potential of Tuskegee Institute MDTA Trainees.
ED 027 393

Advisory Committees

Occupational Education: Changing Contexts. Report No. 1.
ED 027 380

The Relation of Leader Behavior Dimensions and Group Characteristics to County Extension Advisory Committee Performance.
ED 026 550

Aerospace Technology

Aerospace Bibliography, Third Edition.
ED 027 215

America in Space, the First Decade - Space Physics and Astronomy, Man in Space, Exploring the Moon and Planets, Putting Satellites to Work, NASA Spacecraft, Spacecraft Tracking, Linking Man and Spacecraft.
ED 027 223

Learning About Space Careers.
ED 027 213

NASA 20th Century Explorer . . . Into the Sea of Space. A Guide to Careers in Aero-Space Technology.
ED 027 224

NASA's Space Science and Applications Program.
ED 027 216

Seven Steps to a Career in Space Science and Technology.
ED 027 212

Space Jobs.
ED 027 214

Space Science Educational Media Resources, A Guide for Junior High School Teachers.
ED 027 211

Affection

Expectations of Need Satisfaction and Drinking Patterns of College Students.
ED 026 669

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English in Africa: The Perspective of a Canadian Teacher.
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PROJECT RÉSUMÉS SECTION

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The résumés in this section are in numerical order by EP number only. These project descriptions cover current Office of Education research projects and cannot be ordered from the ERIC Document Reproduction Service.

SAMPLE ENTRY

Identification number assigned to project documents as they are processed.

Title of the Research Project.

Investigator(s) — individual(s) conducting the project.

Institutional Source — organization responsible for the research activity.

Bureau Number—project number assigned by the Bureau of Research.

Proposal Date—when proposal was submitted to Bureau of Research.

Informative Abstract.

EP 011 005 24
A Small Project Research Proposal in Secondary School Science.

Investigator—Walton, George
Institution—Western New Mexico Univ., Silver City
Bureau No.—BR-7-G-045
Proposal date—29 Mar 67
Grant—OEG-7-8-000045-0020-010
Descriptors—*Chemistry Instruction, *Curriculum Development, *Science Education, *Scientific Concepts, *Secondary School Science, Scientific Principles.
Start date—01-16-68 End date—04-30-68
A project to produce a modified course in Secondary School Chemistry for the isolated multiethnic schools of Southwestern New Mexico will be conducted to complete the planning phase that has been started, to design and produce the curriculum content,

of educational research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity.

Contract or Grant Number—contract numbers have OEG prefixes; grant numbers have OEG prefixes.

Descriptors — major subject terms assigned which characterize the substantive content of a project. When identifiers are used they will follow the descriptors. Identifiers are additional terms not found in the Thesaurus of ERIC Descriptors.

Start Date and End Date—starting and anticipated ending dates for the research project.

Abstractor's initials.

EP 011 631 24
Basic Study of Two Techniques to Facilitate Verbal Learning Skills.
Investigator—Puff, Richard C.
Franklin and Marshall Coll., Lancaster, Pa.
Bureau No—BR-7-0296
Proposal Date—21 Sep 66
Descriptors—*Cluster Grouping, *Recall (Psychological), Retention, *Verbal Learning, Verbal Tests
Start Date 1 Apr 69 End Date 31 Mar 72
Improvement in understanding the nature and function of organizational processes in free recall verbal learning is the objective of this project. Two forms of organization will be studied: intratrial organization, the tendency to recall conceptually related words together in runs or clusters; and intertrial organization, the tendency to develop a fixed or constant order of recall with successive practice trials. The experiments will employ meaningful words as materials, the general method of study will be the highly non-artificial task of free recall, and the subjects are to be college students. Thus, while this research is clearly basic, every major aspect of the project is such as to enhance the possibility that the knowledge to be gained will constitute a useful contribution to the empirical and theoretical foundation of education by improving our understanding of the human memory process. (JL)

EP 011 632 24
Development of a System for the Scoring and Analyzing of Probabilistic Tests.
Investigator—Rippey, Robert M.
Chicago Univ., Ill.
Bureau No—BR-7-0578
Proposal Date—66
Descriptors—*Multiple Choice Tests, *Probability, *Scoring, Testing
Start Date 1 Apr 69 End Date 31 Mar 70
The principal investigator has developed a rationale for scoring and interpreting the results of a multiple choice test which does not require the assignment of a single correct answer to each item. Although the rationale includes items scored in a conventional manner, the rationale allows for the inclusion of items which require refinements in judgement on the part of the subject, and which utilize probabilities assigned to each response, rather than dichotomous responses. The project is devoted to development of a computer program and ancillary procedures for implementing this type of evaluation. Some data already collected by the investigator will be used in testing and improving the protocols. The expected contribution of the project to education would be that a new method of evaluation would be made feasible. A new type of testing, utilizing

questions which would not be dichotomous, and which would give partial credit on a systematic basis where the subject was able to make optimal decisions on the basis of incomplete information, would become possible. Increases in the validity of the instruments is anticipated. (JL)

EP 011 633 24
The Development of a Statistical Experiment Simulator.
Investigator—Thomas, Warren H.
State Univ. of New York, Buffalo.
Bureau No—BR-7-0581
Proposal Date—8 Nov 66
Descriptors—Computers, Data Analysis, *Digital Computers, *Simulation, Simulators, *Statistical Studies, Statistics
Start Date 1 Apr 69 End Date 31 Mar 70
This project will exploit the pedagogical use of digital computer simulation in the teaching of Applied Statistics by providing the means for students to easily and quickly execute simulated statistical experiments so as to obtain experimental data in minutes or hours rather than in weeks or months required for "real-world" experimentation. This will permit the integration of the experimental design, experiment execution and data analysis activities within the time constraints of an academic course. The student will be informed of the general nature of a problem situation and instructed as to the types of inferences he is to obtain. He will determine how many observations he needs and in the case of many designs, he will specify the particular values for the controllable variables for each observation. The simulation model would then be executed on the computer to obtain the "experimental" results specified by the student. Understanding and retention of procedures and philosophies should be greatly enhanced by the integration of the total problem solution activity. Students should be better prepared to cope with the "real-world" problems they will encounter in their post-academic professional careers. (JL)

EP 011 634 24
Remembering-Memory Searching and Memory Checking.
Investigator—Hart, Joseph T.
California Univ., Irvine.
Bureau No—BR-7-0919
Descriptors—*College Students, *Memorizing, *Recall (Psychological), Recognition, Verbal Communication, *Verbal Tests
Start Date 15 Jun 69 End Date 30 Jun 71
In all of the experiments described in this project college students will be used as subjects. This is a meaningful target population on two counts.

One, since the focus of the research is on the processing of verbal information, it is reasonable to use samples of students from the population most involved in the use of verbal information - college students. Second, the research is mainly concerned with processes, their mechanisms and the identification of variables that influence the mechanisms. It is assumed that the basic mechanisms will be the same for most adults, although the efficiency of the mechanisms is likely to vary depending upon the symbolmanipulating sophistication of the subjects. A cross-sectional investigation will be conducted sampling different age groups to determine at what ages memory checking and memory searching styles fixate. (JL)

EP 011 635 24
Factors Relating to the Academic Achievement of Teenage Siblings.
Investigator—Feldman, Harold
Cornell Univ., Ithaca, N.Y.
Bureau No—BR-8-0444
Proposal Date—1 Feb 68
Descriptors—*Academic Achievement, *Economic Disadvantage, Family (Sociological Unit), Family Influence, *Fatherless Family, *Siblings
Start Date 1 Apr 69 End Date 31 Mar 71
The purpose of the project is to discover the factors which relate to the ability of some children to take a step toward moving out of poverty by achieving well in school while others in the same family may not. One's ability to overcome obstacles will be even more marked for poor children from fatherless homes. Conversely, attention will be paid to the accomplishments of children from non-welfare families which relate to their potential downward mobility. Comparisons will be made for families in three geographic areas to ascertain the extent to which the findings are generalizable over these areas or are differentiated from one area to another. By comparing children, not only within the same general social milieu, but also within the same family, it is possible to hold constant the influence of the social setting so that light may be shed on the puzzling question of why some children succeed and others fail within the same family. (JL)

EP 011 636 24
Standardized Estimates of Time Required and Quality of Various Tasks in Household Employment.
Investigator—Vaughn, Janet L. And Others
Purdue Univ., Lafayette, Ind.
Bureau No—BR-8-0636
Proposal Date—Mar 68

Descriptors—*Homemaking Skills, Housewives, *Job Skills, *Maids, *Occupational Home Economics

Start Date 15 Apr 69 End Date 17 Apr 71

The purpose is to enable vocational educators and industry to estimate work time in variable household situations by combining standardized times for elements of house work. A procedure for producing such standardized times will be developed and some standardized times for specific cleaning tasks will be established. Objective 1, to standardize elements in selected household tasks by delimiting the variation accepted in the definition of each element as to physical properties and work (motion) performed, will be accomplished by working out definitions, doing a pilot study in homes to develop the data instrument for collecting time and object tallies, using a homemaker panel to evaluate the definitions as to satisfactory results, and using 10 cleaning women in a laboratory set-up to perform the elements. Objective 2, to standardize times for the performance of the elements and sum into composite times for each household task, will be done by timing the elements in the laboratory situation, replicating each element five times and using 10 workers for each element. Objective 3, to validate the standardized times for the elements and tasks in actual situations in homes, will be done by having the 10 laboratory workers each work in five middle to upper income homes so that the elements can be timed. Five other workers will also be hired to do the same elements in the same homes. Comparisons will be made of each element, each worker and each home, using the laboratory workers' laboratory and home times, and the other workers' home times. Three major uses foreseen for the findings are (1) educational, in the occupational training of household workers, (2) in expanding employment opportunities for women principally in lower income families, and in facilitating the provision of desired service to families able to pay for the service, (3) in developing a technique for further standardizing of definitions and times associated with housework. (JL)

EP 011 637 24

Influence of Cognitive and Affective Factors on

Adult Learning: Three Experimental Studies.

Investigator—Grotelueschen, Arden D.

Illinois Univ., Urbana.

Bureau No—BR-8-0874

Proposal Date—1 Jun 68

Descriptors—*Adult Education, *Adult Learning, *Cognitive Processes, Educational Experience, *Learning Experience, *Recall (Psychological)

Start Date 1 Apr 69 End Date 31 Mar 71

The major purposes of the three experiments are to ascertain (a) the effects of sets of introductory materials designed to provide different degrees of supplementary concrete information on a conceptually related learning task, (b) the effects of prior relevant subject matter knowledge, differentially structured introductory learning materials, and differentially sequenced learning tasks on delayed recall and transfer, and (c) the extent to which self-regard and subsequent learning performance are influenced by the type and extent of feedback received from test performance during stages of a mathematical learning activity. The three experiments will be conducted on samples of adults drawn from a population of participants in adult education programs in the greater New York area. Selected participants for each experiment will be randomly assigned to experimental treatments within levels of relevant learner characteristics. In each experiment, several dependent variables will be used to ascertain the effects of the experimental treatments. The analysis of variance will be the primary statistical technique used in the data analysis. It is anticipated that the experiments will add both theoretical and practical information regarding the extent to which cognitive and affective factors influence adult learning and instruction. (JL)

EP 011 638 24

An Elementary School Curriculum To Develop Better Writing Skills.

Investigator—Hunt, Kellog W. O'Donnell, Roy C.

Florida State Univ., Tallahassee.

Bureau No—BR-8-0903

Proposal Date—31 May 68

Descriptors—*Curriculum Development, Instructional Materials, Reading Comprehension, *Transformation Generative Grammar, *Writing, *Writing Skills

Start Date 1 May 69 End Date 30 Jun 70

This project will produce a curriculum for grades 4, 5, and 6 to see whether gains in syntactic maturity can be increased over that long a period of time. The activities will be of four main kinds: (1) construction of the curricular materials, (2) instruction of the teachers on how to use the materials, (3) instruction of the pupils by the teachers, (4) testing of the pupils' achievement. These four activities will be described in order. The curricular materials will consist of two main kinds: the grammar and the sentence-embedding exercises. What is here called the grammar is not the kind of thing that goes by that name in non-transformational school texts. Instead, what is here called the grammar will be a set of explanations of the relationship between the simplest sentences and more complicated sentences. The classroom teachers involved will receive instruction on two kinds of occasions. During each summer previous to their involvement they will receive instruction during a two-week period full-time. Also during the school year they will meet with the designers of the curriculum for a two hour period every second week. Their classrooms will be visited periodically. The third kind of activity will be the instruction of the pupils by the teachers. The curricular materials to be taught have already been described. The kinds of students to be instructed remain to be described in more detail. As has been indicated already, the curriculum will be designed to be used the first year in grade 4, the second year by the same students in grade 5, the third year by them again in grade 6. The fourth kind of activity will be the testing of students. This will be done at the beginning of the first year when the curriculum is introduced, and thereafter at the end of each school year. Special instruments will be devised to test students' ability to produce sentence-embeddings. Two tests already devised for that purpose have been studied by Hunt and O'Donnell. In these tests students are asked to re-write a passage that consists of extremely short sentences. Such an instrument seems to isolate syntactic maturity from other kinds of writing skill. In addition to this kind of test a sample of the children's own writing will be studied. Their reading comprehension will also be tested in the accepted ways. So that the significance of the test results will be more meaningful, students in roughly comparable classes who have not had the experimental curriculum will be tested in the same way. Statistical tests will be made to see whether the experimental group performs significantly differently from the control group. (JL)

EP 011 639 24

Development and Evaluation of Educational Objectives in High School Biological Sciences.

Investigator—Mayer, William V. Kennedy, Manert H.

Colorado Univ., Boulder.

Bureau No—BR-9-0087

Proposal Date—17 Jul 68

Descriptors—*Affective Behavior, *Biological Sciences, Biology, Cognitive Ability, *Educational Objectives, *High School Students

Start Date 1 Jun 69 End Date 31 May 71

The major goal of this first phase of the study will be to define both the content objectives and the cognitive and affective behavior objectives that the investigators hope to achieve in the 10th grade biology program. Through these stated quantifiable educational objectives, they hope to describe not only the capacity of a student to know more biology (e.g. ecology, physiology) and to conceptualize concerning such biological phenomena, but to enlarge individual skills and perceptions in both the cognitive and affective domains. The cognitive behavioral objectives would represent a wide array of desirable skills and abilities that are applicable to inquiry process activities. They would include such basic skills and abilities as observing, questioning, comparing, and classifying, and beyond this, they would include the ability to formulate problems, hypothesize, design studies, interpret data, and synthesize research findings. (JL)

EP 011 640 24

Operational-Analysis in Application to a Learning Technology for the Schools.

Investigator—Verplanck, William S. And Others

Tennessee Univ., Knoxville.

Bureau No—BR-9-0116

Proposal Date—13 Aug 68

Descriptors—Experimental Psychology, *Learning, Literature, *Operations Research

Start Date 1 Apr 69 End Date 31 Mar 70

This project represents the further development and continued application of a methodology designed to recover from the published literature in experimental psychology the maximal number of verified experimental results that are relevant to problems of education. This effort is aimed to make it possible to specify the procedures for achieving defined behavioral goals. The methods developed and to be further refined as they are applied, incorporate the following steps: (1) use of an extended rigorous operational vocabulary; (2) preparation from Psychological Abstracts of a set of IBM cards, one for each abstracted paper on experimental research on learning and performance; (3) computer-printout of bibliographies incorporating all the papers so summarized from Psychological Abstracts, categorized within the appropriate ones of approximately 100, selected from a total of 200 identified conventional categories; (4) study of the original papers, with detailed critical analysis of the methodology of each experiment falling in a selected pertinent set of these categories; (5) simultaneous identical analysis of a set of papers randomly sampled from the psychological literature; (6) systematic summary in operational notation of the papers so selected from these bibliographies; (7) search among the products of these analyses for empirical results having direct implications for the methodology of (the operations to be carried out in) the classroom; (8) reclassification of the papers so examined on the basis of the operations performed in them; (9) analysis parallel to (4) and (6) above using solely abstracts, and conventional rubrics; (10) the development of two sets of empirical generalizations, one based on operations and the other on conventional categories of thought, with relative evaluation of the two systems, especially with reference to the comparative usefulness of the empirical generalizations found, in their application to education. This at present constitutes the only systematic technique for the review of the experimental literature on learning that we know to have been undertaken. Its methodology now stands proven; it needs solely refinement and extended application. (Author)

EP 011 641 24

A Research Training Project in Science Education.

Investigator—Novak, Joseph D.

National Association for Research in Science Teaching.

Bureau No—BR-9-0172

Descriptors—Educational Research, *Learning Theories, *Research Projects, *Science Education

Start Date 1 Apr 69 End Date 1 Apr 70

The first phase of this project is a session where resource persons discuss preliminary versions of training plans and finalize arrangements for training sessions. Fifty participants were selected from applicants indicating an active role and interest in the improvement of science education research. The research training project is concentrated in three training sessions involving fifty trainees and resource personnel. The training sessions have the specific objectives of training participants, (1) to distinguish between problems requiring traditional research design and newer evaluative designs, (2) to learn how to apply learning theory in the design of research, (3) to learn techniques and skills needed for science education research, and (4) to learn what kinds of research shows most promise for improving education. Evaluation of the participant's accomplishments is an integral part of each training session, with leadership personnel providing examples and requiring evaluative comment on examples as well as trainee originated examples. The most productive training practices evidenced will be used as a basis for "presession" research training projects prior to future annual meetings of NARST and other groups. (Author)

EP 011 642 24

Pre-Conference Research Training Program on the Observation and Analysis of Classroom Communication.

Investigator—Parsons, Theodore W. And Others
National Council for the Social Studies, Washington, D.C.

Bureau No—BR-9-0228

Proposal Date—2 Dec 68

Descriptors—*Classroom Communication, Communications, Educational Programs, Research Projects, *Verbal Communication

Start Date 28 Apr 69 End Date 27 Apr 70

This training program focuses on an instrument for the coding and programmed analysis of verbal transactions in the classroom. This observation and analysis system permits analysis by researchers of that classroom communication, permits self-analysis by teachers of that, and of course permits both in combination. Training in the system thus permits a variety of basic research applications, including for example investigations of the social structure of the classroom, and the self-analysis feature of the system admits directly of various interventions and, especially, sets the stage for much-needed research about the special effects of intervention through self-confrontation. The review of research in progress suggests that further training in a system which among other uses allows for self-analysis would benefit advanced research in progress and offer schools a means of implementing applications and adaptations of these research techniques in a variety of new programs and activities. (Author)

EP 011 643 52

Experiment in Fast Dissemination of Research in Selected Fields in Linguistics.

Investigator—Roberts, A. Hood

Center for Applied Linguistics, Washington, D.C.

Bureau No—BR-9-0239

Proposal Date—25 Nov 68

Descriptors—*Applied Linguistics, Experimental Programs, *Information Dissemination, *Information Sources, *Linguistics, Microfiche, Research Projects

Start Date 1 Dec 68 End Date 31 May 70

To develop a production method for fast publication in certain selected fields of linguistics and to make materials available to the scholarly public from sources not generally accessible is the purpose of this project. The Center will inaugurate a series of experimental publications to deal with selected fields in linguistics connected with the Center's spheres of interest and make the results known to the scholarly public by title and by abstract in its newsletter, the "Linguistic Reporter," and possibly in other outlets, utilizing experiences from the ERIC system. The time lag in presenting research results in linguistics would be cut to a minimum, and dissemination would be secured to groups interested in the various selected subfields in linguistics. (JL)

EP 011 644 24

Development of Procedures for Upgrading Training of Educational Research Personnel.

Investigator—Gagne, Robert M.

American Educational Research Association, Washington, D.C.

Bureau No—BR-9-0240

Proposal Date—11 Dec 68

Descriptors—Educational Programs, *Educational Research, *Educational Researchers, *Improvement, *Research Skills, Retraining, Training Techniques

Start Date 1 Mar 69 End Date 28 Feb 70

This is a developmental project whose purpose is to study and define a solution, or alternative solutions to (1) upgrade relevant skills; (2) overcome obsolescence in these skills; and (3) provide for the learning of new techniques and methodologies in specialized areas for personnel who are currently employed in educational research activities. A Task Force of nine distinguished educational researchers would be established as the major agent to carry out the following objectives, stated in brief terms: (1) conduct short-term and design longer term studies to determine requirements for educational research and derive from these descriptions of required skills; (2) assess training needs of educational research personnel; and (3) describe a continuing program of "upgrading" training for educational research personnel. The major outcomes of the developmental project are expected to be reports incorporated into a final report describing (1) procedures for conducting a systematic study of educational research requirements, and (2) a

program for conducting up-grading and anti-obsolescence training in various specialties of educational research. (JL)

EP 011 645 52

Overview of the Library Fellowship Program.

Investigator—Sharp, Laure M.

Bureau of Social Science Research, Inc., Washington, D.C.

Bureau No—BR-9-0268

Proposal Date—10 Jan 69

Descriptors—*Fellowships, *Librarians, *Library Education, *Library Schools, *Library Science, Questionnaires, Research, Surveys

Start Date 1 May 69 End Date 31 Jan 70

This project will examine the fellowship program in librarianship supported under Title II B of the Higher Education Act. The research will attempt to develop information on the procedures used by institutions in awarding fellowships, the pool of applications from which the awards are made, and the program effects on the early careers of the fellows. Data will be collected for this initial, limited study through mail questionnaires to the deans of the fifty-odd institutions participating in the program. Extensive follow-up procedures will be used through subsequent mailings and telephone calls in order to obtain as complete a set of returns as possible. The questionnaire will contain items related to each institution's program as a whole -- such as the application procedure, the total number of applicants, the criteria of selection, the potential for program expansion, etc. Data will also be collected on each awardee (an overall total of about 2,000), concerning such matters as his current status within the program (if not yet graduated), and his past and current occupational experience. Whenever possible, questions used in earlier follow-up studies of fellowship recipients in other fields of study will be replicated so as to provide comparability. The completed questionnaires will be coded and processed by electronic data processing equipment and the results presented in an analytic report. The study is expected to contribute to the assessment of the effectiveness of a federally sponsored educational program and provide base-line data for follow-up studies. (Author)

EP 011 646 24

Bilingual Education Conference.

Investigator—Regan, Timothy F.

Educational Systems Corp., Washington, D.C.

Bureau No—BR-9-0346

Proposal Date—20 Feb 69

Descriptors—*Bilingual Education, Bilingualism, *Conferences, Curriculum Development, *Language Research, Research Needs, Teacher Education

Start Date 1 Mar 69 End Date 30 Jun 69

The objectives of the national conference are to provide theories on bilingual education, a description of on-going programs, identify variables considered crucial in building a successful bilingual language program and identifying gaps in the present body of knowledge to set priority goals for future research. The format of the conference will be a small planning meeting just prior to the national TESOL meeting in Chicago. These planners, representing a cross-section—bilingual program directors, bilingual theorists, and linguistic generalists—would design the general conference in terms of the subjects to be presented, case studies to be performed, and the participants to be invited. The total conference should provide a national direction and thrust in the development of bilingual education programs as well as a cohesive force in areas of research. It will identify current theories, operational programs and information on bilingual education. The final report should have a strong impact on the field of bilingual education. (Author)

EP 011 647 24

Designing New Careers in the Educational Services.

Investigator—Bernstein, Allen L.

Wayne County Intermediate School District, Detroit, Mich.

Bureau No—BR-9-0356

Proposal Date—21 Feb 69

Descriptors—Career Opportunities, *Curriculum Development, Educational Programs, *Paraprofessional School Personnel, School Personnel

Start Date 15 Jun 69 End Date 14 Jun 70

To institutionalize the process whereby paraprofessionals will contribute significantly to school programs and to provide the framework in which programs and curriculums will be developed to enable large numbers of persons to prepare themselves for school paraprofessional positions, are the two objectives of this project. Data describing separate and observable behaviors of paraprofessionals (including what is and what should be) will be compiled. Each behavior or performance task will be analyzed to determine (1) the frequency of its performance, (2) its relative importance to teaching and learning, (3) its rank of difficulty on a scale of simple to complex, and (4) the particular skills, knowledge, training, and experience required for successful task performance will be identified and categorized. Expected contribution to education are: (1) Schools employing paraprofessionals, and those contemplating their employment will have practical job descriptions based on function and task performance; (2) will lead to more effective use of both professional staff and the paraprofessionals with whom they work; and (3) will result in improved educational programs for children and youth. (JL)

EP 011 648 24

Sociolinguistic Theory, Materials and Training Programs: Three Related Studies.

Investigator—Shuy, Robert W. And Others

Center for Applied Linguistics, Washington, D.C.

Bureau No—BR-9-0357

Proposal Date—26 Feb 69

Descriptors—*Disadvantaged Youth, *Economically Disadvantaged, Educational Researchers, Inservice Education, *Linguistics, Preservice Education, *Sociolinguistics, Teacher Education

Start Date 1 May 69 End Date 30 Jun 70

The purpose of this project is (1) to provide a set of descriptions of the extant theoretical positions of the several disciplines concerned with the language of the economically disadvantaged child, (2) to describe and evaluate the extant materials developed to accommodate the oral language needs of disadvantaged children and (3) to describe and evaluate extant programs for training researchers and teachers in this field. For the descriptions of theoretical bases, extant materials and training programs, staff members will gather and assimilate all available information and develop evaluations of them. Where many similar materials or programs exist, such cases will be handled as type rather than individual descriptions. This project will contribute to pedagogy by making researchers in different fields aware of each other's assumptions and developments, by calling attention to weakness and strengths of extant materials and training programs. (JL)

EP 011 649 24

Seminar for Improving the Effectiveness of Supervisors in Art Education.

Investigator—Bishop, Leslie J. And Others

National Art Education Association, Washington, D.C.

Bureau No—BR-9-0363

Proposal Date—20 Feb 69

Descriptors—*Art Education, Seminars, *Supervisors, Supervisory Activities, *Supervisory Training

Start Date 30 Jun 69 End Date 29 Jun 70

The purpose of this project is to develop a seminar activity specifically directed toward the needs of supervisory personnel in the area of Art Education. A program will be planned to make the participants aware of the changes taking place relative to curriculum content and the new responsibilities which supervisory roles demand. As a result of the learning and experience provided by the program, the participants should be prepared to make a significant change in existing school art programs and become principal agents for disseminating new knowledge and technology for teaching throughout local, state and national educational systems. (Author)

EP 011 650 24

Decision Making and Observation Variables in Acquisition, Retention, and Transfer of Learning.

Investigator—Marx, Melvin H. And Others

Missouri Univ., Columbia.

Bureau No—BR-9-0394

Proposal Date—30 Jan 69

Descriptors—Concept Formation, *Decision Making, Discrimination Learning, *Paired Associate Learning, Reinforcement, *Retention, *Stimulus Behavior, *Transfer of Training
Start Date 1 Jun 69 End Date 31 May 70

The primary objective of project is to analyze the role of decision making and observation as determinants of efficiency in learning. Secondly, the role of interfering responses and of reward will be studied. Subjects will be young adults, children, and pigeons, who will be given three learning tasks: paired-associates, discrimination, and concept learning. Subjects will respond to, or observe, a panel with three keys. The decision-making subject will respond directly to the lighted keys, while observing subjects, in a different experimental booth, will be exposed to the same stimulus arrangements and reinforcement operations. Stimuli will consist of line figures prepared from one or more of 8 line tilts available, each arbitrarily paired with one of the three background colors used as response terms. Reinforcement for the human subjects will consist of 3 sec. of a flashing light signal from a separate bulb placed just above the response keys; for the pigeons it will consist of 3-sec. access to the grain magazine. Clarification of the roles of decision making and observation should be helpful to educators in suggesting changes in study methods for different kinds of materials and subjects and in providing information on better ways to manipulate the reinforcement operation to achieve educational objectives. (Author)

EP 011 651 24

Individual Differences in Learning and Memory.

Investigator—Wimer, Richard E.

City of Hope National Medical Center, Duarte, Calif.

Bureau No—BR-9-0395

Proposal Date—27 Jan 69

Descriptors—Behavior Patterns, *Discrimination Learning, *Individual Differences, *Learning, *Memory, Rats

Start Date 1 Jun 69 End Date 31 May 70

The purpose of this project is to establish the existence of some reliable differences in learning and memory between inbred strains of mice, and to investigate underlying mechanisms with the eventual intent of manipulating them pharmacologically in order to modify the associated behavioral characteristics. Specifically, we will survey a number of inbred strains of mice for genetically associated differences in (a) performance on a variety of learning tasks, including discrimination learning, escape and avoidance conditioning, and reversal learning; and in (b) the effects of temporal parameters of the learning situation, both within and between trials. Then we will administer pharmacological agents known to have relatively specific effects on different probable neurohumoral systems and observe their effects on behaviors. This in turn will hopefully enable us to refine our hypotheses about underlying mechanisms until they become precise enough to permit us to modify the strain-specific behaviors in the desired direction by appropriate use of drugs. We anticipate (1) that different neurohumoral systems may be involved to varying degrees in the various learning tasks, (2) that genetically associated patterns of neurohumoral activity will be major determinants of strain differences in behavior, and (3) that different pharmacological treatments ("prescriptions") can be used to produce similar and optimal performances in the different strains. (Author)

EP 011 652 24

Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts.

Investigator—Frederiksen, Carl H.

California Univ., Berkeley.

Bureau No—BR-9-0396

Descriptors—*Cognitive Processes, *Learning, *Learning Processes

Start Date 1 Jun 69 End Date 31 May 71

The purpose of this project is to investigate processes governing complex ideational learning by applying a cognitive process model to the performance of subjects in learning tasks which simulate various naturally occurring learning situations. Learning tasks used in the project will be constructed with respect to three general properties: (1) the nature of the elements learned (verbal or non-verbal), (2) the context within which the learning takes place (arbitrary or non-

arbitrary), and (3) the extent to which the ideas within the studied material are self-contained, or related to an ideational framework not contained within the studied passage. Cognitive processes involved in learning in situations representing all combinations of these features will be examined in detail and results compared to those obtained from studies employing rote learning tasks. The use of simulations of naturally occurring learning situations makes it likely that results eventually could be applied to practical problems involving school learning. (JL)

EP 011 653 24

Effect of Age, Native Language, and Instruction on the Speech Sound Discrimination of 6-to-18 Year-Olds.

Investigator—Jenkins, James J.

Minnesota Univ., Minneapolis.

Bureau No—BR-9-0397

Proposal Date—29 Jan 69

Descriptors—*Acoustics, Discrimination Learning, *Linguistics, *Speech, *Speech Instruction Identifiers—*Voice Onset Time

Start Date 1 Jun 69 End Date 31 May 71

The primary effort will be directed at the measurement of discrimination of synthetic consonants differing in Voice Onset Time (VOT) for children in the age range from six to 18 years. The testing will be on the VOT continuum in the context of labials, (/pa/-/ba/), apicals (/ta/-/da/) and velars (/ka/-/ga/). Identification and discrimination functions for each age will be measured. The project has implications for understanding of linguistic universals, the development and nature of speech perception, and the acquisition of the phonology of a second language in instructional situations. (JL)

EP 011 654 24

Drug-Environmental Effects on Brain and Behavior in Rodents.

Investigator—Rosenzweig, Mark R. Bennett, Edward L.

California Univ., Berkeley.

Bureau No—BR-9-0398

Descriptors—*Behavior, Biochemistry, *Conditioned Stimulus, *Drug Addiction, Learning, Memory, *Rats, Research

Start Date 1 Jun 69 End Date 31 May 71

This project joins together two previously separate lines of research on brain processes in learning. One is the study of anatomical and chemical changes induced in the brain by enriched experience or training. The other line is the study of effects of drugs in enhancing or inhibiting learning and memory storage. Littermate male rats were assigned at random among the conditions, usually soon after weaning, but sometimes at 60 days of age. All animals were housed in individual colony cages in the same room. Each morning each animal received an injection of either saline or drug and then was returned to its cage. Some rats remained in their cages all of the rest of the day; they lived in the so-called impoverished condition (IC). Other animals were placed, about 20 to 30 min after injection, in the Enriched Condition (EC) where they spent 2 hrs in company with 9 to 11 other rats. The objects in the cage were changed daily from a pool of 25. At the end of the 2-hr EC period these animals were returned to their individual cages where they spent the rest of the day. There were thus six possible combinations of environment and drug. Any given experiment included only some of the six groups. Animals of three strains were employed in various experiments—the Berkeley S1 line, the Berkeley S3 line, and the Fischer inbred strain. At the end of the 30-day experimental period, the animals were decapitated, the brains dissected, and the samples weighed and stored for subsequent chemical analysis. It is believed that a systematic investigation of combined effects of drugs and experience on brain and on learning behavior should be a fruitful method of studying brain processes in learning and may yield both educational and therapeutic applications. (Author/JL)

EP 011 655 24

Mathematical Analysis of Information Integration with Paragraph-Type Verbal Stimuli

Investigator—Anderson, Norman H.

California Univ., La Jolla.

Bureau No—BR-9-0399

Proposal Date—21 Jan 69

Descriptors—*Decision Making, *Information Theory, *Mathematical Models, Overt Response, Stimulus Behavior, *Verbal Stimuli, Weight

Start Date 1 Jun 69 End Date 31 May 70

The project experiments are designed to test a mathematical averaging model of information integration. Paragraphs giving information or discussion of social-political issues or problems, such as might arise in classes in civics or history, will be used as stimuli. Subjects will receive a set of paragraphs and asked to make certain judgments or give their opinions on the issue in the light of the information in the paragraphs. The initial work will be designed to test the hypothesis that such opinions are simply weighted averages of the scale values of the overt stimuli and the subject's initial opinion. Two points may be made regarding the relevance to education. First, the varied social opinions and attitudes that a person learns, in school, at play, and in the home, can be viewed as end-products of information integration. The integration processes deserve study for this reason alone. Second, much of what is taught in school is best considered as means to ends: relevant information and habits of thought, that is, which operate in later judgment making. The means will be better taught when the end is better understood. (JL)

EP 011 656 24

Paragraph Structure and Paragraph Comprehension.

Investigator—Crothers, Edward J.

Colorado Univ., Boulder.

Bureau No—BR-9-0400

Proposal Date—1 Nov 68

Descriptors—*Comprehension Development, Paragraph Composition, *Paragraphs, Sentences, *Structural Grammar, Writing Skills

Start Date 1 Jun 69 End Date 31 May 71

In this project the investigator presents a program of research on the comprehension of written discourse. The aim is to see how an individual comprehends a passage while he is reading it and how he remembers it later. The procedures are tests of hypotheses which were generated by tentatively formulating two indices of paragraph structure, degree of depth and number of subordinates of a particular sentence. This section begins by describing control conditions which must be satisfied in any such experiment. Next the experiments, classified on the basis of methodology as involving sentence-order permutation, variation of within-paragraph information, or variation of cues presented before or after the paragraph, with some measure of overall comprehension being the major dependent variable in each paradigm. Tests of individual sentence retention are briefly considered next. Finally, a few comments are offered for the purpose of enumerating additional pertinent experimental variables which would eventually be incorporated in future designs. (JL)

EP 011 657 24

Methods of Maximizing the Learning Process.

Investigator—Atkinson, Richard C.

Stanford Univ., Calif.

Bureau No—BR-9-0401

Proposal Date—18 Oct 68

Descriptors—Experimental Programs, *Instructional Improvement, *Learning Processes, *Mathematical Models, Memory, Stimulus Behavior

Start Date 1 May 69 End Date 30 Apr 71

This project submits for consideration a three-year program of theoretical and experimental research dealing with the general topic of optimizing the learning process. The problem can be investigated in many ways, but the approach adopted here is to limit consideration primarily to simple learning tasks for which adequate mathematical models have already been developed and have been shown to be reasonably accurate. For these models, the project will derive optimal or suitable suboptimal instructional strategies. The basic idea is to solve for strategies that either maximize the amount learned in a fixed time period or minimize the time necessary to attain a prescribed level of performance. Once such strategies have been formulated, experiments will be carried out to evaluate their relative efficiency. To the extent that particular strategies prove effective, they will be incorporated into computer based instructional programs in initial reading currently in operation at the University. (JL)

EP 011 658 08

Invitational Conference on Computer-Assisted Guidance Systems and Their Implications for Counseling Practice and Education.

Investigator—Tiedeman, David V. Baruch, Rhoda

Harvard Univ., Cambridge, Mass.

Bureau No.—BR-9-0428

Proposal Date—4 Mar 69

Descriptors—*Computer Oriented Programs, Computer Programs, Conferences, Counseling, *Counseling Effectiveness, *Educational Counseling, *Guidance, *Guidance Counseling
 Start Date 1 Apr 69 End Date 30 Jun 69

The objective of the invitational conference is to lay foundation for the working counselor's understanding, acceptance, and unbiased trial of the rapidly developing computer-based systems for counseling and guidance services. With more than a dozen such systems under development, it is obvious that several of them will be in use on a trial basis—where counseling services are rendered in the near future particularly in conjunction with Educational Systems 1970 school systems. Because of the potential sources of counselor resistance inherent in the use of the computer in counseling, there is an urgent need to communicate what is known about the systems being developed, the motives that guide the development, and the problems and possibilities arising from their use. Seventeen guidance directors from ES '70 school systems and 23 university faculty members, who are in a position to influence the counseling practice and education at their institutions will be invited for a week long conference. The conference will have two main emphases: (1) expert presentations, group discussions and individual study on important issues concerning the use of computers in counseling; and (2) detailed and prolonged study of three such systems, including the equipment, the programs, and the client-experiences being striven for. Participation in the conference should provide innovative guidance directors and counselor educators with: (a) a thorough knowledge of two of the computer-based systems; (b) a consideration of their adaptation and use in ES '70 schools; (c) an exposure to and an opportunity to discuss the relevant issues surrounding the use of the computer in counseling; (d) a bibliography and other source material dealing with these issues; and (e) an opportunity to consider the implications for counseling practice and education. It is expected that the direct effects of this experience will include: (a) the adaptation of some parts of the system for use in ES '70 schools; (b) the introduction of the subject to counselor education curricula; (c) increased awareness of published materials and convention programs dealing with the topic; and (d) a general spread to counselors of information about computer-based systems. (Author)

EP 011 659 24

Bayesian Methods for Computer-Assisted Testing.

Investigator—Novick, Melvin R. Owen, Roger J.

Educational Testing Service, Princeton, N.J.

Bureau No.—BR-9-0437

Proposal Date—27 Jan 69

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Probability, *Probability Theory, *Test Construction, *Testing

Identifiers—*Bayesian Methods

Start Date 1 Jun 69 End Date 31 May 71

This project outlines a two-year program of theoretical research on Bayesian methods for computer-assisted testing. This research is directed specifically toward providing a theoretical answer to the question of determining what item should be administered to an examinee at each point in his examination sequence. This problem is structured by assuming one of a number of models having item difficulty and possibly item discriminating power parameters. The Bayesian method, when developed, will provide guidance as to the proper combination of these parameters and thus to the proper choice of an item. The Bayesian method is superior to other methods in that it incorporates not only current knowledge of each examinee's ability but also knowledge of the general ability level and spread of ability levels in the population from which the examinee has been selected. This "new theory" is shown to be a natural extension of regression theory for the classical test theory

model, developed by Kelley more than twenty years ago. (Author)

EP 011 660 24

Eye Fixation Recordings During Information Acquisition in Short-Term Memory.

Investigator—Shontz, William D., And Others

Honeywell, Minneapolis, Minn.

Bureau No.—BR-9-0438

Proposal Date—1 Feb 69

Descriptors—*Codification, Cognitive Tests, *Eye Fixations, Eye Movements, *Information Retrieval, *Memory

Start Date 1 Jun 69 End Date 31 May 70

This project will conduct a program of research directed toward a better understanding of the mechanisms of the acquisition, encoding, and retrieval of information from short-term memory. Data on these activities are critical to the development of a valid model of encoding and retrieval behavior. An experimental procedure is described in which differentially-valued alphabetic letters appear on a display. The subject's task is to scan the display, and subsequently recall the letters seen. During the scanning period, a Honeywell-developed eye fixation recording technique is used to measure the sequence and frequency of fixations on different items in the visual field. Recording and scoring techniques assure a high degree of accuracy and detail in the eye movement data. By analyzing the eye fixation records in conjunction with the free recall reports of the subjects, it is possible to make precise statement concerning the relationship between the information acquisition process and the subsequent retrieval of this information from short-term memory. In addition, an assessment of the degree of selective acquisition can be made. The rationale for relating selective acquisition to encoding and retrieval behavior is outlined. (Author)

EP 011 661 24

Comprehension by 3rd, 6th, and 9th Graders of Words Having Multiple Grammatical Functions.

Investigator—Carroll, John B.

Educational Testing Service, Princeton, N.J.

Bureau No.—BR-9-0439

Proposal Date—31 Jan 69

Descriptors—*Comprehension, *Elementary School Students, Grammar, Sex (Characteristics), *Socioeconomic Status, *Verbal Ability

Start Date 1 Jun 69 End Date 31 May 70

This is a one-year study of certain aspects of school-age children's comprehension of language. Many common words in English have multiple grammatical functions. The study attempts to test the hypothesis that children will have more difficulty understanding sentences in which certain words are used in relatively less frequent grammatical functions, as compared with sentences in which these words appear in their more frequent grammatical usages, even when the sense of the word causing the difficulty is related to the sense of the word in its more frequent grammatical function. The findings will be traced developmentally through grades 3, 6, and 9, and related to verbal ability, sex, and socio-economic status. The study will also investigate problems of instruction in the multiple grammatical functions of words, hypothesizing that generalized instruction can be given that will transfer to instances that have not been specifically taught. (Author)

EP 011 662 24

Development of Oral Language Abilities from Infancy to College.

Investigator—Sachs, Jacqueline S.

Connecticut Univ., Storrs.

Bureau No.—BR-9-0440

Proposal Date—1 Feb 69

Descriptors—*Child Language, Environment, *Environmental Influences, *Language Development, Language Learning Levels, Languages, *Phonology, *Second Language Learning

Start Date 1 Jun 69 End Date 31 May 71

The ability to acquire phonological distinctions at two stages of development, infancy and early adolescence will be studied. Two proposed studies will focus on infants in order to investigate the interaction between language predispositions and environmental influences. Another series of studies is primarily concerned with the effect of age on the acquisition of phonology. These experiments will examine the controversial hypothe-

sis that there is a "critical period" for language acquisition that ends around puberty. The research has implication both for the psychology of first and second language learning, as well as for the broader question of the relationship between organismic and environmental influences on behavior. (PM)

EP 011 663 24

Studies in the Social and Cultural History of British Universities.

Investigator—Rothblatt, Sheldon

California Univ., Berkeley.

Bureau No.—BR-9-0441

Proposal Date—29 Jan 69

Descriptors—Colleges, *Comparative Analysis, *Developed Nations, European History, *Higher Education, Industrial Structure, *Modern History, Universities

Identifiers—Cambridge, *England, Oxford

Start Date 1 Jun 69 End Date 1 Aug 70

The relationship and development of pre- and post-industrial British Universities and colleges to one another and to continental institutions (mainly German) will be investigated for a comparative study. The concepts and ideas of psychology, sociology, and demography will be applied to this historical study. The first technological society appeared in the period of industrialism in Britain and it was then that questions about roles and teaching, the character of students, research and curricula, and plural objectives and functions first arose, and it is these questions that have significance in education today. A critical detailed examination of the modern origins of one of today's most central institutions can have bearing on the understanding and scientific decisionmaking for policies and proposals about higher education. (PM)

EP 011 664 24

Student Political Movements in the United States During the First Six Decades of the Twentieth Century.

Investigator—Bressler, Marvin

Princeton Univ., N.J.

Bureau No.—BR-9-0442

Proposal Date—28 Oct 68

Descriptors—History, Political Power, *Student Attitudes, Student Behavior, Student Leadership, *Student Organizations

Start Date 1 Jun 69 End Date 31 May 70

The study examines the structure, composition, goals, means and impact of selected American student political movements during four time periods: 1905 to World War I, from Harding to Roosevelt, the Roosevelt era, and post World War II to 1960. The organizations chosen for study represent a wide spectrum of political tendencies and include the Intercollegiate Socialist Society, Student League for Industrial Democracy, National Students League, National Students Federation, Student Christian Movement. Data will be extracted from a variety of bibliographical sources, oral histories, and interviews. The emphasis throughout will be on the description of patterns of resemblance and difference, the search for continuities and discontinuities, and the distinction between endogenous and exogenous determinants. (PM)

EP 011 665 24

Selective Attention of 4, 8, and 13-Year Olds.

Investigator—Hale, Gordon Ames

Educational Testing Service, Princeton, N.J.

Bureau No.—BR-9-0443

Proposal Date—31 Jan 69

Descriptors—*Attention, *Attention Control, *Elementary School Students, *Stimulus Behavior

Identifiers—*Redundant Dimension Task

Start Date 1 Jun 69 End Date 31 May 70

The Redundant Dimension (RD) task to be used in this project requires classification of stimuli which vary simultaneously on several redundant dimensions and permits assessment of the amount of information learned regarding each dimension. These scores are assumed to reflect the degree to which attention has been directed toward each dimension during classification. Three main experiments will be conducted using the RD task. Each of these experiments will include approximately 60 Ss at each of three age levels (tentatively 4, 8, and 13 years.). Each experiment will include one or two independent variables in addition to age in a crossed design. As the variables are relatively independent, the

order in which they are studied is not critical. The effects of age on performance in the RD task will be determined in order to provide evidence relating to the developmental hypothesis. Performance on RD will be compared with performance on other attention-related measures, such as the incidental learning task; this comparison will indicate the degree to which the propensity to attend selectively and the ability to attend selectively are related. (JL)

EP 011 666 24
Development of Concepts of Political Conflict and Power by 5th and 8th Graders.

Investigator—Sears, David O. Laurence, Joan E.

California Univ., Los Angeles.

Bureau No.—BR-9-0444

Proposal Date—31 Jan 69

Descriptors—*Concept Formation, Grade 5, Grade 8, Minority Group Children, Political Attitudes, Political Issues, *Political Power, Political Science, *Social Attitudes, *Socialization

Start Date 1 Jun 69 End Date 31 May 70

Previous research on political socialization has suggested that much of the individuals political socialization has been completed by the time he enters adolescence. Most of this research has focused on development of attachment to the political system, and of personal partisan predispositions. This study seeks to study the socialization of beliefs about political conflict, political power, and representation. The goals of this study are: (1) to explore the development of these concepts and their relationship to present political questions, (2) to explore in particular detail the socialization of children from minority groups, (3) to explore the process by which the individual acquires attitudes toward political conflict, and (4) to evaluate the success of an experimental attempt to present more sophisticated concepts about political conflict and the political process to pre-adolescent children. Questionnaire and interview data will be collected from a racially balanced sample of children attending grades 5 to 8 in three major California urban communities. Attitudes toward political conflict, power and representation, attachment to the system, and racial attitudes, as well as a variety of psychological predispositions and demographic variables will be measured. Data will be collected in connection with the experimental introduction of a new curricular unit on political conflict, using an experimental-control, before-after design. (PM)

EP 011 667 95
Pre-Technical Post-Secondary Remedial Program Training Institute.

Investigator—Tompkins, Jack E. Belcher, Mary H.

Texas A and M Univ., Waco.

Bureau No.—BR-9-0445

Proposal Date—14 Mar 69

Descriptors—*Post High School Guidance, Technical Education, *Technical Institutes, Technical Occupations, *Vocational Education, Vocational Training Centers

Start Date 15 Apr 69 End Date 15 Apr 70

Pre-technical Post High School courses designed to give students the opportunity to improve their academic achievement levels in mathematics, reading, and science have become increasingly more important for technical education institutions to fulfill their role. Present industrial demands that are outstretching the available manpower and a disproportionate number of high school graduates are dropping out of 2-year technical education programs. To meet the presently felt need to provide more than adequate high school knowledge in mathematics, reading, and science, an institute for coordinators, supervisors, and administrative personnel in vocational-technical education will be planned and conducted to promote and accelerate the creation of pre-technical post high school educational programs in technical institutes and community colleges. (PM)

EP 011 668 08
National Conference on Research—1968 Vocational Education Amendments.

Investigator—Stevenson, William W. Oklahoma State Univ., Stillwater.

Bureau No.—BR-9-7001

Proposal Date—20 Dec 68

Grant—OEG-0-9-467001-2460

Descriptors—*Conferences, *Research, *State Agencies, *Technical Education, Technical Occupations, *Vocational Education

Start Date 8 Jan 69 End Date 15 May 69

A conference will be held in Oklahoma City to determine the increasing role of research in the development of local and State vocational-technical education programs, and to determine the direction of research with selected State and local educators, business, labor, and community leaders who are concerned with comprehensive programs in the field of vocational and technical education. The objective of the conference will be to identify research needs for both the States and the U.S. Office of Education, to develop techniques for effective coordination with local and State government and non-governmental institutions and agencies, to develop increased leadership capabilities for selective dissemination of research findings to supervisors, and teacher educators, and to give leadership in the development of annual and long range program plans for research and development. (PM)

EP 011 669 08
National Workshop on Vocational Education for the Disadvantaged.

Investigator—Cohen, Eli E. National Committee on Employment of Youth, New York, N.Y.

Bureau No.—BR-9-7002

Proposal Date—7 Jan 69

Grant—OEG-0-9-427002-2480

Descriptors—*Disadvantaged Groups, *Disadvantaged Youth, Teacher Workshops, *Vocational Education, *Workshops

Start Date 7 Jan 69 End Date 30 May 69

This project's objective is to motivate vocational educators to provide more extensive and more effective programs and services for disadvantaged youth and adults and to provide practical information and guidance on how vocational education can most effectively plan, organize and operate meaningful programs and services for disadvantaged youth and adults. To accomplish these objectives the following procedures will be followed: (1) Plan, develop and conduct a two and one-half day national workshop, (2) The areas and topics unique to vocational education programs and services for the disadvantaged will be identified by project staff in consultation with DVTE, (3) Consultants to prepare papers in each of the identified areas and topics will be selected by project staff in consultation with DVTE, and (4) 100 or more leaders in vocational education and work with the disadvantaged will be identified and invited to attend and participate in the workshop. The workshop is designed to increase the participation of state and local vocational education leaders in programs and services for the disadvantaged. It is also expected to strengthen their ability to serve the disadvantaged. (JL)

EP 011 670 08
National Conference - Residential Vocational Education - 1968 Amendments.

Investigator—Miller, Wayne W.

Oklahoma State Univ., Okmulgee. School of Technical Training.

Bureau No.—BR-9-7003

Proposal Date—2 Jan 69

Grant—OEG-0-9-467003-2477

Descriptors—Comprehensive Programs, Conferences, *Residential Programs, *Vocational Education

Start Date 2 Jan 69 End Date 30 Jun 69

This project will provide for further development of understandings, abilities, skills and appreciations appropriate for persons having responsibilities for comprehensive programs of residential vocational-technical education. To provide these points a three-day conference will be planned, developed and conducted at the Oklahoma State University School of Technical Training. The conference is designed to gain involvement of the leadership in this field at State and local levels, and to increase understanding of the 1968 amendments concerning residential vocational education. Through increased knowledge and deeper understanding, decision making will be strengthened with resultant benefits to vocational-technical education at all levels. Effective communication will be developed within the profession by the personal contacts and common understandings stemming from these shared experiences. (JL)

EP 011 671 08
To Study the Feasibility of Designating "Model" Health Technology Education Programs.

Investigator—Mendel, Levitt
National Health Council, New York, N.Y.

Bureau No.—BR-9-8015

Proposal Date—22 Nov 68

Descriptors—Demonstration Centers, Health Programs, Models

Start Date 1 Feb 69 End Date 31 Jan 70

This project will explore the feasibility of designating as "Models" a series of health technology education programs which could be used by schools, health practitioner associations and health facilities as examples for actualizing the principles of program organization enunciated in the GUIDE FOR HEALTH TECHNOLOGY PROGRAM PLANNING produced under Office of Education contract. It is believed demonstration centers are necessary to demonstrate that the guidelines are an effective instrument for establishing health technology education projects and in doing so will make a substantial contribution to the health care of the nation. The feasibility study encompasses two goals: 1) to select criteria for the definition of model programs; 2) to determine the range of community college settings which either meet these criteria or nearly satisfy all criteria and would be amenable to study and to alteration of programs to better meet the criteria. An Advisory Task Force will be utilized to provide consultation and guidance to the principal investigator. The data collected will be utilized to identify the demonstration centers ("Models"). Representation of professional organizations will be involved to determine their interest and commitment to assist schools in piloting new programs for demonstration purposes. (Author)

EP 011 672 24
Analytic Summaries of Specifications for Model Teacher Education Programs.

Investigator—Lebaron, Walter A., III
System Development Corp., Falls Church, Va.

Bureau No.—BR-9-9006

Proposal Date—Feb 69

Descriptors—Educational Planning, Models, *Teacher Education, *Teacher Education Curriculum, Teacher Role

Start Date 17 Mar 69 End Date 30 Jun 69

Effectively summarizing the specifications of model teacher education programs is the purpose of this project. An attempt will be made to disseminate the contents of nine model teacher education programs to practitioners of teacher education, State Department of Education, school administrators, editors of educational publications, and to interested members of the general public. The reports vary in length and are addressed to the problem of preparing teachers for new and changing roles as educational methods are constantly improved. It is proposed to achieve widespread dissemination by preparing analytic summaries of the reports. These summaries should be accurate, clear and concise. A technical digest called for by the request for proposal will analyze and summarize the nine models. The summaries will form a basis for all other required documents. The significant information from the summaries will be arranged in tabular form. Supporting data covering costs, resource requirements, feedback mechanisms for determining success of models, will also be organized in tabular form. A technical summary and general summary additionally will be provided. Finally, a regular schedule of meetings will be arranged by the USDE project monitor. In this manner, all interested parties will be in frequent and close communication throughout this project. This extraction and concise presentation of report information will render the formidable reports convenient and usable. (ON)

EP 011 673 24
A Longitudinal Evaluation of Mathematical Computational Abilities of New Hampshire Eight Graders: 1963-1967.

Investigator—Austin, Gilbert R.
New Hampshire Univ., Durham.

Bureau No.—BR-9-A-023

Proposal Date—4 Nov 68

Grant—OEG-1-9-090023-0106

Descriptors—*Grade 8, *Mathematical Concepts, *Mathematics, Mathematics Instruction, *Research, Research Proposals

Identifiers—New Hampshire, Region I

Start Date 19 Feb 69 End Date 19 Jun 69

The basic objective of this proposal is to study the change in mathematical computation ability exhibited by the children at the eighth-grade level in the state of New Hampshire over a 5-year period, 1963-67. In the "new mathematics" emphasis is now placed on the meaning and reasoning behind computations rather than simply drilling the children in computational skills. The shift in emphasis has caused some concern that the principles of mathematics is being taught at the expense of basic computational skills. In the state of New Hampshire the mean grade equivalent in 1963 was 8.8, in 1964 it was 8.1, and in 1967 it dropped to 7.2. It is to study this continuing decline in mathematics computation scores that this project directs itself. (PM)

EP 011 674 24

Prediction of Public School Enrollments Using Computer Simulation Techniques.

Investigator—Schmitt, John A. Denham, Carolyn H.

Boston Coll., Chestnut Hill, Mass.

Bureau No—BR-9-A-024

Proposal Date—4 Nov 68

Grant—OEG-1-9-090024-0107

Descriptors—*Computer Programs, *Enrollment Projections, Enrollment Trends, *Predictive Measurement, Predictive Validity, *Public School Systems

Start Date 1 Mar 69 End Date 28 Feb 70

A method based on Monte Carlo computer simulation techniques will be developed for the prediction of public school enrollments from estimates of variables affecting school enrollments. Output of the simulation will consist of cumulative probability distributions of the numbers of children, by sex and by grade, who will be enrolled each year of the forecast. One will be able to make such statements as, "The output of the simulation indicates that there is a 0.80 probability that there will be no more than 275 male pupils in grade 4 in 1975." Concurrent validity and reliability of the probability distributions will be investigated. Most school enrollment prediction studies report one most likely prediction for each grade or group of grades; some report minimum and maximum predictions. But these predictions give little indication of the certainty with which the variables used in the predictions are estimated. The input required by the simulation model will include information on the certainty with which estimates are made; the model will require most probable, minimum, and maximum estimates for each variable believed to affect enrollment, with the minimum and maximum estimates defining the 0.99 probability limits of the variable. This added information should be valuable to administrators, since decisions based on enrollment predictions can affect educational expenditures and the educational achievement of the district's children. The simulation method can also be used to experiment with administrative policy changes by adjusting the input variables which would be affected by such changes. (PM)

EP 011 675 24

Computer Simulation of Human Ratings of Creativity.

Investigator—Paulus, Dieter H.

Connecticut Univ., Storrs.

Bureau No—BR-9-A-032

Proposal Date—1 Dec 68

Grant—OEG-1-9-090032-0108

Descriptors—*Computer Oriented Programs, Computers, Measurement, *Scoring, *Test Results, *Test Scoring Machines

Identifiers—Region I

Start Date 1 Apr 69 End Date 31 Aug 70

The purpose of this study is to apply some of the most recent advances in natural language computing to the problem of evaluation and scoring of free responses that are elicited by tests of creativity. The Torrance Tests of Creative Thinking will be administered to a sample of 500 students and criterion measures will be obtained through the use of independent raters. Computer strategies will be developed to examine the student responses and the interrelationships between responses and criterion measures. The hypothesis will be tested that no significant differences exist between the computer ratings and the ratings assigned by human scorers. In addition, an attempt will be made to determine the degree to which scores on a given scale can be estimated by weighted composites of scores on other scales. Multiple regression analysis and cross-validation

Techniques will be employed to analyze the data. (PM)

EP 011 676 24

The Effect of Sensitivity Group Participation under Different Conditions on the Reduction of Racial Prejudice.

Investigator—Forsyth, Douglas R. And Others

Massachusetts Univ., Amherst.

Bureau No—BR-9-A-033

Proposal Date—12 Dec 68

Grant—OEG-1-9-090033-0109

Descriptors—College Students, *Group Discussion, Interaction Process Analysis, *Racial Attitudes, *Sensitivity Training

Identifiers—Region I

Start Date 3 Mar 69 End Date 30 Jan 70

This proposal outlines the procedure for experimentally testing the effectiveness of a sensitivity group model in reducing racial prejudice among both black and white college students. The proposal is designed to explore the assumption that increasingly effective racial relations follow from increased understanding, acceptance and tolerance among all members of the university community. Literature reviewed examines research on change in racial attitudes, the value of sensitivity groups in promoting change along several dimensions, and other variables related to racial attitude changes. Subjects for the study will be drawn from a volunteer sample of black and white college students residing in a single dormitory complex at the University of Massachusetts, Amherst. A 2 x 3 factorial design including sensitivity group leader main effect, group homogeneity - heterogeneity, main effect, and the interaction effect is proposed to examine change in racial attitude. (PM)

EP 011 677 24

The Effects of Visual Tracking Training Upon Five Selected Aspects of Silent Reading as Measured by Eye-Movement Photography of First Grade Children.

Investigator—Thomas, Charles R.

Maine Univ., Orono.

Bureau No—BR-9-A-035

Proposal Date—20 Dec 68

Grant—OEG-1-9-090035-0110

Descriptors—Eye Fixations, *Eye Movements, Photography, Reading Skills, Visual Discrimination, Visual Stimuli

Identifiers—Region I

Start Date 24 Feb 69 End Date 30 Aug 69

The purpose of this project is to determine the effects of visual tracking training upon five selected aspects of silent reading as measured by eye-movement photography of groups of first grade boys and girls. The experimental and control groups will each be composed of sixty randomly assigned first grade pupils. Every day for twelve weeks, the experimental group subjects will move into two rooms for fifteen minutes of work in "Visual Tracking," a published program of tracking exercises. During this same period, the control group subjects will participate in directed listening activities. At the end of the experimental period, eye movements of each subject will be photographed with the EDL Reading Eye camera. Differences between group means for each eye-movement measure will be tested for significance by factorial analysis of variance to determine effects of treatment, sex, and interaction of sex and treatment. Test-retest and inter-rater reliability of the eye-movement measures will also be determined. Expected Contribution to Education. This research is designed to provide evidence regarding: (1) the validity of visual tracking training as an instructional technique for improving perceptual processing during reading and (2) the reliability of eye-movement measures of reading at first grade level. (Author)

EP 011 678 24

The Effect of Kindergarten Science Experiences on Reading Readiness.

Investigator—Neuman, Donald D.

Wisconsin Univ., Madison.

Bureau No—BR-9-E-057

Proposal Date—7 Nov 68

Grant—OEG-5-9-595057-0038

Descriptors—Culturally Disadvantaged, Disadvantaged Youth, Reading Readiness, Science Programs

Identifiers—Region 5

Start Date 7 Feb 69 End Date 7 Sep 69

The purpose of this project is to carry out a pilot study to determine the effect of a series of science lessons on reading readiness scores of culturally disadvantaged children. The science lessons are designed to sharpen children's observational skills while developing specific science concepts and processes. Research indicates that reading retardation problems among culturally disadvantaged children are soluble. There is evidence that certain science experiences play a role in facilitating reading readiness. This study is designed to investigate the relationship between science instruction in kindergarten and the reading scores of children receiving that instruction. The pilot project will be carried out in the following manner: Manipulative materials necessary for conducting a series of approximately thirty, thirty minute science lessons will be provided for each child in the experimental group in the study. Manipulative materials used will be similar to those developed for two commercially available elementary science programs: AAAS-Science: A Process Approach and The Science Curriculum Improvement Study. Some adaptations will be made on these materials to better enable them to meet the criteria established for the present research. All materials will be pilot tested in the kindergarten at the University of Wisconsin-Milwaukee Laboratory School. The pilot testing will be designed to study the appropriateness and usefulness of the materials. Changes in lessons or materials will be made as needed. (PM)

EP 011 679 24

Personality Characteristics of Teachers in Relation to Performance in an Individually Prescribed Instruction Program.

Investigator—Johnson, Homer M. Wilson, Alfred P.

Utah State Univ., Logan.

Bureau No—BR-9-H-018

Proposal Date—24 Dec 68

Grant—OEG-8-0-540018-2021

Descriptors—*Personality Studies, Personality Tests, Statistical Studies, *Teacher Characteristics, Teacher Role, Teaching Quality, *Teaching Skills, Teaching Techniques

Identifiers—*Individually Prescribed Instruction, IPI, Region I

Start Date 1 Mar 69 End Date 28 Feb 70

Individually Prescribed Instruction (IPI) is a program in which the main teacher functions are diagnosing student needs and prescribing to meet these needs. The objective of this project will be to investigate the interrelationships of personality characteristics and teacher performance in the Individually Prescribed Instruction program. The personality data of approximately 75 teachers using Individually Prescribed Instruction in the states of Idaho, Washington, Oregon, and Montana will be gathered. The relationship will be investigated by examining the correlation of the Personality Factors Questionnaire and scores on the rating scale of Teacher Implementation. Correlational and inferential statistics will be used to analyze the data. It is hoped that the results of this study will contribute to a better understanding of the relationship that exists between the characteristics of teachers and their success while teaching in the Individually Prescribed Instruction Program. (PM)

EP 011 680 24

Interpretative Study of Teaching Behaviors Related to Student Growth.

Investigator—Rosenshine, Barak

Temple Univ., Philadelphia, Pa.

Bureau No—BR-9-B-010

Proposal Date—21 Jun 68

Grant—OEG-2-9-480010-1016

Descriptors—*Learning, *Literature Reviews, *Review (Reexamination), *Student Improvement, Surveys, *Teaching Methods, Teaching Procedures, Teaching Techniques

Identifiers—Region 2

Start Date 1 Jan 69 End Date 31 Dec 69

Relationships among teaching behaviors and student growth changes will be studied to identify teaching behaviors which appear to be consistently related to pupil change. Reported research will be reviewed dealing with relationships among measures of teaching behavior and pupil changes in one or more criterion measures (achievement, creativity, and anxiety). In addition to an identification of the relationships among teacher behavior and pupil change the study will: (1) evaluate the research findings

Subject Index

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This index lists the titles of projects under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

Curriculum Development

A Small Project Research Proposal in Secondary School Science.

Accession Number EP 011 005

Academic Achievement

Factors Relating to the Academic Achievement of Teenage Siblings.

EP 011 635

Acoustics

Effect of Age, Native Language, and Instruction on the Speech Sound Discrimination of 6-to-18 Year-Olds.

EP 011 653

Adult Education

Influence of Cognitive and Affective Factors on Adult Learning: Three Experimental Studies.

EP 011 637

Adult Learning

Influence of Cognitive and Affective Factors on Adult Learning: Three Experimental Studies.

EP 011 637

Affective Behavior

Development and Evaluation of Educational Objectives in High School Biological Sciences.

EP 011 639

Applied Linguistics

Experiment in Fast Dissemination of Research in Selected Fields in Linguistics.

EP 011 643

Art Education

Seminar for Improving the Effectiveness of Supervisors in Art Education.

EP 011 649

Attention

Selective Attention of 4, 8, and 13-Year Olds.

EP 011 665

Attention Control

Selective Attention of 4, 8, and 13-Year Olds.

EP 011 665

Bayesian Methods

Bayesian Methods for Computer-Assisted Testing.

EP 011 659

Behavior

Drug-Environmental Effects on Brain and Behavior in Rodents.

EP 011 654

Bilingual Education

Bilingual Education Conference.

EP 011 646

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Development and Evaluation of Educational Objectives in High School Biological Sciences.

EP 011 639

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Development of Oral Language Abilities from Infancy to College.

EP 011 662

Classroom Communication

Pre-Conference Research Training Program on the Observation and Analysis of Classroom Communication.

EP 011 642

Cluster Grouping

Basic Study of Two Techniques to Facilitate Verbal Learning Skills.

EP 011 631

Codification

Eye Fixation Recordings During Information Acquisition in Short-Term Memory.

EP 011 660

Cognitive Processes

Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts.

EP 011 652

Influence of Cognitive and Affective Factors on Adult Learning: Three Experimental Studies.

EP 011 637

College Students

Remembering-Memory Searching and Memory Checking.

EP 011 634

Comparative Analysis

Studies in the Social and Cultural History of British Universities.

EP 011 663

Comprehension

Comprehension by 3rd, 6th, and 9th Graders of Words Having Multiple Grammatical Functions.

EP 011 661

Comprehension Development

Paragraph Structure and Paragraph Comprehension.

EP 011 656

Computer Oriented Programs

Bayesian Methods for Computer-Assisted Testing.

EP 011 659

Computer Simulation of Human Ratings of Creativity.

EP 011 675

Invitational Conference on Computer-Assisted Guidance Systems and Their Implications for Counseling Practice and Education.

EP 011 658

Computer Programs

Prediction of Public School Enrollments Using Computer Simulation Techniques.

EP 011 674

Concept Formation

Development of Concepts of Political Conflict and Power by 5th and 8th Graders.

EP 011 666

Conditioned Stimulus

Drug-Environmental Effects on Brain and Behavior in Rodents.

EP 011 654

Conferences

Bilingual Education Conference.

EP 011 646

National Conference on Research-1968 Vocational Education Amendments.

EP 011 668

Counseling Effectiveness

Invitational Conference on Computer-Assisted Guidance Systems and Their Implications for Counseling Practice and Education.

EP 011 658

Curriculum Development

Designing New Careers in the Educational Services.

EP 011 647

An Elementary School Curriculum To Develop Better Writing Skills.

EP 011 638

Decision Making

Decision Making and Observation Variables in Acquisition, Retention, and Transfer of Learning.

EP 011 650

Mathematical Analysis of Information Integration with Paragraph-Type Verbal Stimuli

EP 011 655

Developed Nations

Studies in the Social and Cultural History of British Universities.

EP 011 663

Digital Computers

The Development of a Statistical Experiment Simulator.

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Disadvantaged Groups

National Workshop on Vocational Education for the Disadvantaged.

EP 011 669

- Disadvantaged Youth**
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Anderson, Norman H.
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Atkinson, Richard C.
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Belcher, Mary H.
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Owen, Roger J.
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Boston Coll., Chestnut Hill, Mass.

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Bureau of Social Science Research, Inc., Washington, D.C.

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California Univ., Berkeley.

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Studies in the Social and Cultural History of British Universities. EP 011 663

California Univ., Irvine.

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California Univ., Los Angeles.

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Center for Applied Linguistics, Washington, D.C.

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Massachusetts Univ., Amherst.

The Effect of Sensitivity Group Participation under Different Conditions on the Reduction of Racial Prejudice. EP 011 676

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National Committee on Employment of Youth, New York, N.Y.

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National Council for the Social Studies, Washington, D.C.

Pre-Conference Research Training Program on the Observation and Analysis of Classroom Communication. EP 011 642

National Health Council, New York, N.Y.

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System Development Corp., Falls Church, Va.
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Temple Univ., Philadelphia, Pa.
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Tennessee Univ., Knoxville.
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EP 011 640

Texas A and M Univ., Waco.
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Utah State Univ., Logan.
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Wayne County Intermediate School District, Detroit, Mich.
Designing New Careers in the Educational Services.
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Wisconsin Univ., Madison.
The Effect of Kindergarten Science Experiences on Reading Readiness.
EP 011 698

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The following clearinghouse prefixes are used:

AA — North American Rockwell
AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Administration
EC — Exceptional Children
EF — Educational Facilities
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education

JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science Education
SP — Teacher Education
TE — Teaching of English
UD — Disadvantaged
VT — Vocational and Technical Education

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AC003067	ED026556	AC003755	ED026610	CG003077	ED026662	EA001925	ED026715	EC003029	ED026768
AC003111	ED026557	AC003757	ED026611	CG003159	ED026663	EA001926	ED026716	EC003038	ED026769
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Date	Place	Name	Address	City	State	Country	Age	Sex	Occupation	Education	Notes
1917	Chicago	John Doe	123 Main St.	Chicago	Ill.	U.S.A.	35	M	Physician	Harvard	Admitted
1918	Chicago	Jane Smith	456 Oak St.	Chicago	Ill.	U.S.A.	28	F	Nurse	Yale	Admitted
1919	Chicago	Robert Brown	789 Elm St.	Chicago	Ill.	U.S.A.	42	M	Surgeon	Columbia	Admitted
1920	Chicago	Mary White	321 Pine St.	Chicago	Ill.	U.S.A.	25	F	Physician	Stanford	Admitted
1921	Chicago	William Black	654 Maple St.	Chicago	Ill.	U.S.A.	38	M	Physician	Harvard	Admitted
1922	Chicago	Elizabeth Green	987 Cedar St.	Chicago	Ill.	U.S.A.	30	F	Nurse	Yale	Admitted
1923	Chicago	Charles Hall	147 Birch St.	Chicago	Ill.	U.S.A.	40	M	Physician	Columbia	Admitted
1924	Chicago	Anna King	258 Spruce St.	Chicago	Ill.	U.S.A.	27	F	Nurse	Stanford	Admitted
1925	Chicago	Frank Lee	369 Ash St.	Chicago	Ill.	U.S.A.	33	M	Physician	Harvard	Admitted
1926	Chicago	Grace Miller	470 Hickory St.	Chicago	Ill.	U.S.A.	29	F	Nurse	Yale	Admitted
1927	Chicago	Henry Wilson	581 Walnut St.	Chicago	Ill.	U.S.A.	41	M	Physician	Columbia	Admitted
1928	Chicago	Irene Taylor	692 Chestnut St.	Chicago	Ill.	U.S.A.	26	F	Nurse	Stanford	Admitted
1929	Chicago	James Moore	803 Madison St.	Chicago	Ill.	U.S.A.	37	M	Physician	Harvard	Admitted
1930	Chicago	Katherine Jackson	914 Monroe St.	Chicago	Ill.	U.S.A.	31	F	Nurse	Yale	Admitted
1931	Chicago	George Evans	1025 Jackson St.	Chicago	Ill.	U.S.A.	39	M	Physician	Columbia	Admitted
1932	Chicago	Helen Adams	1136 Adams St.	Chicago	Ill.	U.S.A.	28	F	Nurse	Stanford	Admitted
1933	Chicago	Arthur Baker	1247 Adams St.	Chicago	Ill.	U.S.A.	43	M	Physician	Harvard	Admitted
1934	Chicago	Betty Clark	1358 Adams St.	Chicago	Ill.	U.S.A.	24	F	Nurse	Yale	Admitted
1935	Chicago	Donald Lewis	1469 Adams St.	Chicago	Ill.	U.S.A.	36	M	Physician	Columbia	Admitted
1936	Chicago	Frances Hall	1580 Adams St.	Chicago	Ill.	U.S.A.	29	F	Nurse	Stanford	Admitted
1937	Chicago	Richard King	1691 Adams St.	Chicago	Ill.	U.S.A.	44	M	Physician	Harvard	Admitted
1938	Chicago	Sarah Miller	1802 Adams St.	Chicago	Ill.	U.S.A.	27	F	Nurse	Yale	Admitted
1939	Chicago	Thomas Moore	1913 Adams St.	Chicago	Ill.	U.S.A.	45	M	Physician	Columbia	Admitted
1940	Chicago	Virginia Taylor	2024 Adams St.	Chicago	Ill.	U.S.A.	32	F	Nurse	Stanford	Admitted
1941	Chicago	Walter Evans	2135 Adams St.	Chicago	Ill.	U.S.A.	46	M	Physician	Harvard	Admitted
1942	Chicago	Wendy Adams	2246 Adams St.	Chicago	Ill.	U.S.A.	25	F	Nurse	Yale	Admitted
1943	Chicago	Yvonne Baker	2357 Adams St.	Chicago	Ill.	U.S.A.	34	F	Nurse	Stanford	Admitted
1944	Chicago	Zoe Clark	2468 Adams St.	Chicago	Ill.	U.S.A.	26	F	Nurse	Yale	Admitted
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1952	Chicago	Helen Adams	3356 Adams St.	Chicago	Ill.	U.S.A.	32	F	Nurse	Yale	Admitted
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1954	Chicago	Jane Clark	3578 Adams St.	Chicago	Ill.	U.S.A.	33	F	Nurse	Stanford	Admitted
1955	Chicago	Kenneth Lewis	3689 Adams St.	Chicago	Ill.	U.S.A.	52	M	Physician	Harvard	Admitted
1956	Chicago	Lillian Hall	3800 Adams St.	Chicago	Ill.	U.S.A.	34	F	Nurse	Yale	Admitted
1957	Chicago	Malcolm King	3911 Adams St.	Chicago	Ill.	U.S.A.	53	M	Physician	Columbia	Admitted
1958	Chicago	Nancy Miller	4022 Adams St.	Chicago	Ill.	U.S.A.	35	F	Nurse	Stanford	Admitted
1959	Chicago	Oscar Moore	4133 Adams St.	Chicago	Ill.	U.S.A.	54	M	Physician	Harvard	Admitted
1960	Chicago	Pamela Taylor	4244 Adams St.	Chicago	Ill.	U.S.A.	36	F	Nurse	Yale	Admitted
1961	Chicago	Quentin Evans	4355 Adams St.	Chicago	Ill.	U.S.A.	55	M	Physician	Columbia	Admitted
1962	Chicago	Ruth Adams	4466 Adams St.	Chicago	Ill.	U.S.A.	37	F	Nurse	Stanford	Admitted
1963	Chicago	Samuel Baker	4577 Adams St.	Chicago	Ill.	U.S.A.	56	M	Physician	Harvard	Admitted
1964	Chicago	Tina Clark	4688 Adams St.	Chicago	Ill.	U.S.A.	38	F	Nurse	Yale	Admitted
1965	Chicago	Ulysses Lewis	4799 Adams St.	Chicago	Ill.	U.S.A.	57	M	Physician	Columbia	Admitted
1966	Chicago	Vivian Hall	4910 Adams St.	Chicago	Ill.	U.S.A.	39	F	Nurse	Stanford	Admitted
1967	Chicago	Walter King	5021 Adams St.	Chicago	Ill.	U.S.A.	58	M	Physician	Harvard	Admitted
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1969	Chicago	Yvonne Moore	5243 Adams St.	Chicago	Ill.	U.S.A.	41	F	Nurse	Stanford	Admitted
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1971	Chicago	Adam Evans	5465 Adams St.	Chicago	Ill.	U.S.A.	43	M	Physician	Harvard	Admitted
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1973	Chicago	Carl Baker	5687 Adams St.	Chicago	Ill.	U.S.A.	45	M	Physician	Columbia	Admitted
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1975	Chicago	Ernest Lewis	5909 Adams St.	Chicago	Ill.	U.S.A.	47	M	Physician	Harvard	Admitted
1976	Chicago	Fiona Hall	6020 Adams St.	Chicago	Ill.	U.S.A.	48	F	Nurse	Yale	Admitted
1977	Chicago	Gordon King	6131 Adams St.	Chicago	Ill.	U.S.A.	49	M	Physician	Columbia	Admitted
1978	Chicago	Hannah Miller	6242 Adams St.	Chicago	Ill.	U.S.A.	49	F	Nurse	Stanford	Admitted
1979	Chicago	Ivan Moore	6353 Adams St.	Chicago	Ill.	U.S.A.	50	M	Physician	Harvard	Admitted
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1982	Chicago	Lillian Adams	6686 Adams St.	Chicago	Ill.	U.S.A.	51	F	Nurse	Stanford	Admitted
1983	Chicago	Malcolm Baker	6797 Adams St.	Chicago	Ill.	U.S.A.	52	M	Physician	Harvard	Admitted
1984	Chicago	Nancy Clark	6908 Adams St.	Chicago	Ill.	U.S.A.	52	F	Nurse	Yale	Admitted
1985	Chicago	Oscar Lewis	7019 Adams St.	Chicago	Ill.	U.S.A.	53	M	Physician	Columbia	Admitted
1986	Chicago	Pamela Hall	7130 Adams St.	Chicago	Ill.	U.S.A.	53	F	Nurse	Stanford	Admitted
1987	Chicago	Quentin King	7241 Adams St.	Chicago	Ill.	U.S.A.	54	M	Physician	Harvard	Admitted
1988	Chicago	Ruth Miller	7352 Adams St.	Chicago	Ill.	U.S.A.	54	F	Nurse	Yale	Admitted
1989	Chicago	Samuel Moore	7463 Adams St.	Chicago	Ill.	U.S.A.	55	M	Physician	Columbia	Admitted
1990	Chicago	Tina Taylor	7574 Adams St.	Chicago	Ill.	U.S.A.	55	F	Nurse	Stanford	Admitted
1991	Chicago	Ulysses Evans	7685 Adams St.	Chicago	Ill.	U.S.A.	56	M	Physician	Harvard	Admitted
1992	Chicago	Vivian Adams	7796 Adams St.	Chicago	Ill.	U.S.A.	56	F	Nurse	Yale	Admitted
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1995	Chicago	Yvonne Lewis	8129 Adams St.	Chicago	Ill.	U.S.A.	58	F	Nurse	Yale	Admitted
1996	Chicago	Zachary Hall	8240 Adams St.	Chicago	Ill.	U.S.A.	58	M	Physician	Columbia	Admitted
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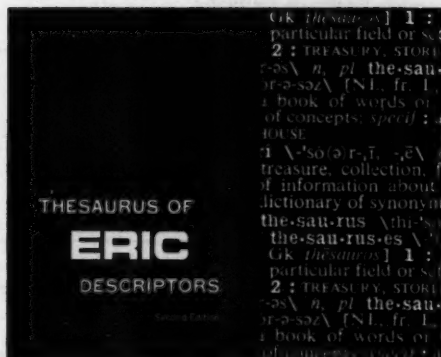
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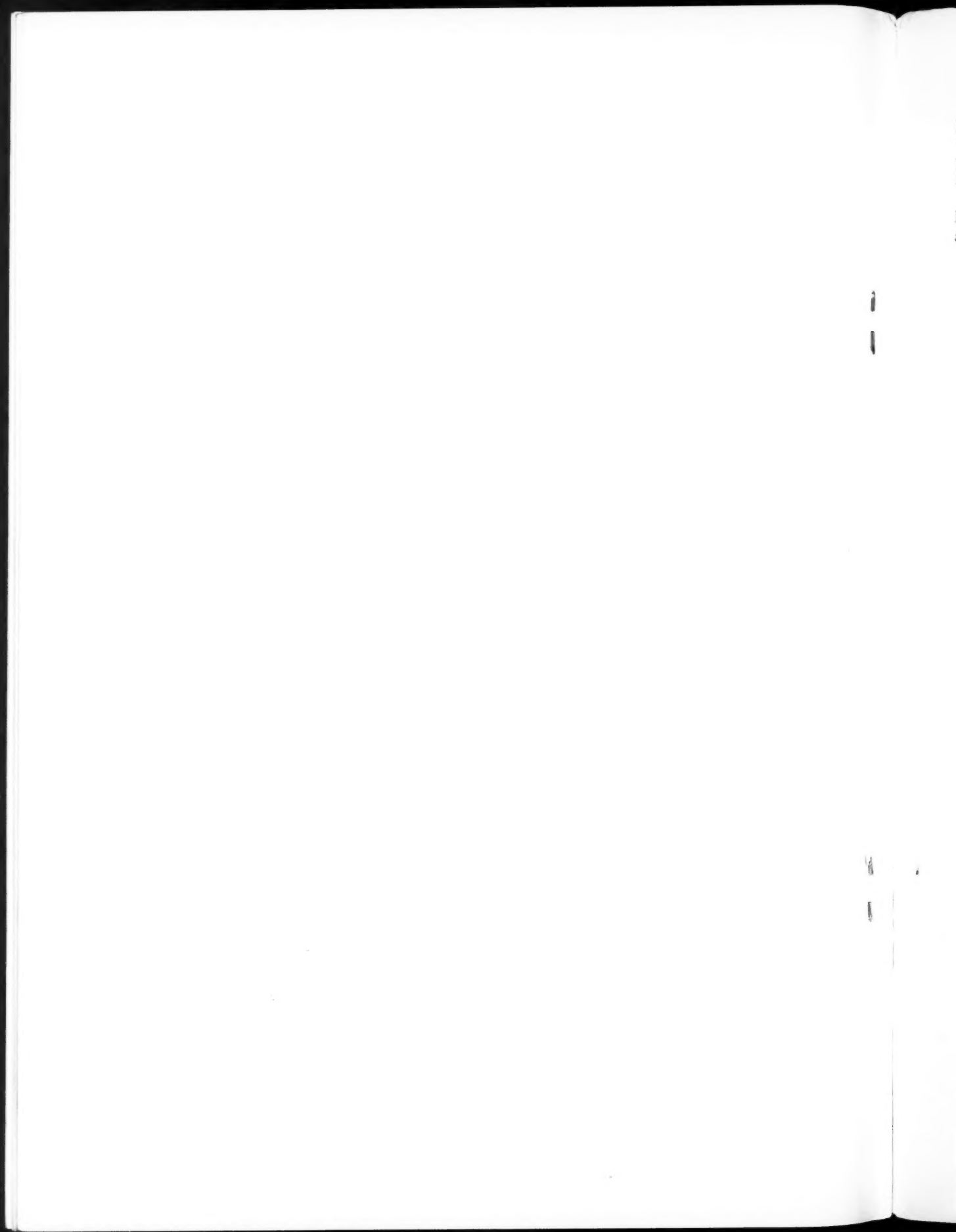
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